



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

February 3, 2017 – 1:00 pm

Civic Center Plaza

1560 Broadway, Suite 1940

Denver, CO 80202

CALL-IN NUMBER: 1-877-820-7831

PARTICIPANT CODE: 128479#

Colorado Commission on Higher Education

February 3, 2017 – 1:00 pm

**Civic Center Plaza
1560 Broadway, Suite 1940
Denver, CO 80202**

12:30-1:00pm WORKING LUNCH – Suite 1940

- I. Presentation** – Minority Engineering Student Success at the University of Colorado Boulder - Professor Tanya Ennis, Engineering GoldShirt Program Director

BUSINESS MEETING - Suite 1940

- 1:00-1:45pm II. Opening Business – (45 minutes)**
- A. Attendance
 - B. Approval of the Minutes for the December 1, 2016 Commission Meeting
 - C. Reports
 - i. Chair
 - ii. Vice Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisor Reports
 - D. Executive Director Report
 - E. Public Comment

- 1:45 – 1:50pm III. Consent Items (5 minutes)**
- A. Recommend Approval of Bachelors of Applied Science in Emergency Service Administration at Pikes Peak Community College – *Dr. Ian Macgillivray*
 - B. Recommend Approval of Masters of Science in Data Analytics at Colorado State University – Global Campus – *Dr. Ian Macgillivray*
 - C. Recommendation for Renewal of Authorization for Ashford University – *Heather DeLange*
 - D. Recommend Approval of Fort Lewis College Whalen Gymnasium Renovation & Expansion – *Catherine Olukotun*
 - E. Recommend the Reauthorization of the Educator Preparation Unit at Western State Colorado University – *Dr. Robert Mitchell*
 - F. Recommend the Reauthorization of the Educator Preparation Unit at Colorado Mountain College – *Dr. Robert Mitchell*

- 1:50 – 3:05pm **IV. Colorado’s Changing Demographics and Workforce (75 minutes)**
- State Demographer’s Office - *Cindy DeGroen*, and
 - Talent Pipeline Report – *Dr. Lauren Victor*
- 3:05 – 3:35pm **V. Action Items (30 minutes)**
- A. Definition of Unaccompanied Homeless Youth and Update to Tuition Classification Guidelines – *Andrew Rauch*
- 3:35 – 4:05pm **VI. Discussion Items (30 minutes)**
- A. Proposed Revisions to CCHE Bylaws – *Kachina Weaver*
- B. Legislative Update – *Kachina Weaver*
- 4:05 – 4:15pm **VII. Written Reports (10 minutes)**
- A. FY15-16 Tuition and Fee Report – *Emily Burns*

**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Emily Griffith Technical College
December 1, 2016**

I. PRESENTATION BY THE AREA TECHNICAL COLLEGES

- Jeff Barratt, Executive Director, Emily Griffith Technical College, welcomed the Commission to the campus and presented highlights of the College:
 - School is celebrating its 100th year in 2016
 - There are 28 certificate programs
 - Council on Occupational Education is the accrediting organization
 - There are 94 countries represented and 74 different languages spoken
 - State pass rate for the GED exam is 80%, compared to 64% nationally
 - Between Pell grants, Colorado student grants, the school's foundation and public/private partnerships, students graduate debt free. There are no student loans
 - There are 3,800 apprenticeship students
- John Jones, Director, Delta-Montrose Technical College, presented highlights of his campus:
 - Two locations: one in Delta and one in Gunnison. There are 21 accredited programs in nine departments.
 - Also accredited by the Council on Occupational Education
 - The healthcare field is advancing rapidly on the Western Slope. Many non-traditional students enrolled in the CAN and LPN programs.
 - Concurrent enrollment with three school districts: Delta; Montrose; and Gunnison
 - Licensure and pass rate exam for 2015 was 97%
 - School is a commuter college. Students with degrees often move out of area; students with certificates usually stay in the area
- Teina McConnell, Director, Pickens Technical College, presented highlights of the campus:
 - Pickens Technical College is a hybrid; half high school and half adults in post-secondary programs
 - Provides post-secondary work force readiness training in career and technical education in 36 accredited programs

- Located in a high refugee district. Over 100 languages spoken in a very diverse student population.
- Generates revenue from tuition, which has been flat for 10 years. Will raise tuition by 6% next year.

The three schools presented photos for the Department of Higher Education to display.

II. OPENING BUSINESS

Chairman Monte Moses called the business meeting to order at 1:00pm

A. Attendance

Chairman Moses, Vice Chairman Luis Colon, Commissioners John Anderson, Maia Babbs, Mary Beth Buescher, Renny Fagan and Paula Sandoval attended the meeting. Commissioners Cassie Gannett and Tom McGimpsey attended via conference call.

Also in attendance were CCHE Advisory Committee members Wayne Artis, Mark Cavanaugh, Steve Kreidler, Audy Leggere-Hickey and Melissa Wagner.

B. Minutes

Commissioner Buescher moved to approve the minutes of the October 24, 2016 CCHE meeting. The motion was seconded by Commissioner Anderson and passed unanimously.

C. Minutes

Commissioner Sandoval moved to approve the minutes of the November 2, 2016 CCHE meeting. The motion was seconded by Commissioner Babbs and passed unanimously.

D. Chair, Vice Chair, Commissioners and Advisor Reports

- Vice Chairman Colon reported that he and Commissioners Babbs attended the annual Complete College America convening in San Francisco. The Commissioners believe there are opportunities in Colorado to move forward on Complete College America's initiatives for completing higher education, especially the initiative "15 To Finish", encouraging students to take 15 credit hours per semester.
- Commissioner Babbs thanked Todd Haggerty for his work at the department.

E. Executive Director Report

Diane Duffy, Interim Executive Director, talked to the Commission about the Department's strategic priority initiatives; Increasing credentials attainment by underserved students; Advancing college affordability; and, Engaging and educating adults, being specific strategies designed to drive the Master Plan's overarching goal to increase postsecondary attainment 66% by 2025.

Ms. Duffy reported that she sent a letter on behalf of the Commission and the Department congratulating all the legislators elected to office and thanking them for their service. The General Assembly convenes on January 11th.

The Department is beginning to prepare for the annual Joint Budget Committee hearing and the SMART ACT hearing.

Ms. Duffy attended the Governor's Town Hall in Alamosa and paid a visit to Ft. Lewis College.

On the Federal level, post-election, some of the rules that the US Department of Education could be overridden by congressional action or there could be new rules. An executive order could repeal President Obama's DACA order. There could be changes to student loan subsidies and Pell mandatory provisions as well as endowment spending requirements.

Personnel updates - Todd Haggerty is leaving the department to be senior director of budget at CU – Denver. Maia Blom, who played an integral role in maintaining GT pathways, as well as, development of the 34 Statewide Transfer Articulation Agreements/Degree with Designation, is also leaving the department.

StudyColorado update - November 14-18 was International Education Week (IEW). As part of IEW, the Institute of International Education releases the results of their annual international student survey. In 2016, 11,346 international students studied in Colorado (a 5.1% increase over 2015). It is estimated that these students contribute \$378,305,355 to the state economy.

Academic Affairs update - Academic Affairs convened statewide faculty November 4, 2016 to consider whether or not they agree with the ACE recommended cut scores and amounts of credit to award for CLEP and DSST exams.

F. Public Comment

Mr. George Walker, of Denver, stated that more needs to be done in Colorado's public post-secondary institutions to close the ethnic achievement gap.

III. Consent Items

- A. Recommend Approval of CCHE Policy I, E: Statewide Remedial Education Policy Revisions– *Dr. Ian Macgillivray***
- B. Recommend Approval of Reauthorization of Educator Preparation Programs at Argosy University – *Dr. Robert Mitchell***
- C. Recommend Approval of Reauthorization of Educator Preparation Programs at Colorado State University – Pueblo – *Dr. Robert Mitchell***
- D. Recommend Approval of Masters of Science Degrees in Dietetics and Dietetics with Internship at University of Northern Colorado – *Dr. Ian Macgillivray***
- E. Recommend Approval of Masters of Science Degree in Organizational Leadership at University of Colorado Boulder – *Dr. Ian Macgillivray***
- F. Two-Year Cash Funded Capital Program List – *Cat Olukotun***
- G. Five-Year State Funded Capital Program List - *Cat Olukotun***

Vice Chair Colon moved to approve consent items A through G. The motion was seconded by Commissioner Garcia and unanimously passed.

IV. Revisiting the Master Plan - Kachina Weaver, Chief Policy Officer; Diane Duffy, Chief Operating Officer; Dr. Beth Bean, Chief Research Officer; Inta Morris, Chief Advocacy & Outreach Officer; Todd Haggerty, Acting Chief Financial Officer; Dr. Tim Flanagan, Chief Student Success & Academic Affairs Officer.

Chairman Moses and Diane Duffy launched this discussion item with Commissioners and reminded them of the brief that was shared in advance of the meeting outlining discussion topics. Commissioners had an in-depth discussion about the content of the four goals, including the “Targets” and “Indicators of Success” that are currently in the Master Plan for each goal, and discussed the continued applicability of the goals and how they could be measured.

During this conversation Commissioners reaffirmed their commitment to the 66% attainment goal. Staff then promised to take the comments and incorporate them into initial edits for Commissioner discussion at a future meeting.

Commissioner Anderson moved to reaffirm the 66% attainment goal. The motion was seconded by Commissioner Garcia and unanimously passed.

V. Presentation

A. 2016 Educator Preparation Report – Dr. Robert Mitchell, Academic Policy Officer for Educator Preparation, and Victoria Thompson, Executive Director of Human Resources-Poudre R-1, provided a summary of the 2016 Educator Preparation Report.

Data from the report continues to show a decline in the number of individuals completing programs leading to licensure as educators and very low numbers of students enrolled in educator preparation programs. Dr. Mitchell noted that, based on current research, three factors have led to our existing teacher shortage. These include: (1) the negative perception young people have about the profession of education and the role of a teacher in today’s classroom; (2) the expense of a degree from an institution of higher education and the need to recoup the investment made in the individual’s education; and (3) the low salaries of teachers making the job either unappealing or not a viable financial option. Ms. Thompson added that the impact on the local districts has been significant, as individuals in specialized fields, such as secondary math or science or special service providers (speech pathologists, school psychologists, etc.), are very difficult to recruit and retain.

Various questions to Dr. Mitchell and Ms. Thompson were posed by the Commissioners regarding issues with retention and the importance of out-of-state recruiting. Both Dr. Mitchell and Ms. Thompson added that educator preparation in Colorado is in a critical state and significant changes to how we develop, compensate and perceive teachers and their work must be taken on. Dr. Mitchell added that the Colorado BOCES Association has been interested in working with the Department to help develop a legislative report on the teacher shortage crisis and how it can be resolved. Further, Ms. Thompson added that future retirements will put an additional strain on the numbers of educators working in the state and

this issue needs to be addressed. Several Commissioners indicated their willingness to support these efforts.

B. CCHE Overview Presentation – Megan McDermott, Communications Director, and Lindsay Sandoval, Communications Specialist, presented a revamped version of the CCHE Overview PowerPoint originally created by former communications director Julie Poppen. Commissioners and advisors made the following suggestions:

- Advisor Kreidler: Add a new slide illustrating the importance of higher education at the beginning of the presentation.
- Chairman Moses: Clarify the CCHE's main purpose as developing and executing the Master Plan on Slide 3.
- Commissioner Sandoval: Add the academic year and total number of students enrolled to Slide 9.
- Faculty Advisor Artis: emphasize the decline of state support on Slide 11.
- Vice Chairman Colon: Design more appealing graphics for Slides 12, 13 and 18.
- Faculty Advisor Artis: Lead with the state benefits of higher education on Slide 18.

In the coming weeks, staff will incorporate the above suggestions into a revised presentation and will share it with the Commission for further review. The intent is to finalize the presentation ahead of the upcoming legislative session.

VI. Action Item

A. Application for State-Funded Financial Aid – Lincoln College of Technology – Andrew Rauch, Lead Financial Analyst

B. Application for State-Funded Financial Aid – The Everest Colleges – Andrew Rauch, Lead Financial Analyst

These action items sought the approval for participation in state-funded financial aid. Both Lincoln College of Technology and Everest Colleges submitted applications to participate in state-funded financial aid. To be eligible to participate, institutions must meet statutory criteria to be deemed an eligible institution, along with the CCHE's adopted criteria. Staff analyzed both applications, and based on the documentation provided, neither institution met the definition of an eligible institution as the governing functions of both institutions are not centralized within Colorado. This violated the requirement that these institutions not be branch locations or programs of entities headquartered outside of Colorado.

Commissioner Anderson moved to approve agenda items VI A and VI B. Vice Chair Colon seconded the motion and the items passed unanimously.

There being no further business, the meeting was adjourned at 4:45pm

TOPIC: RECOMMEND APPROVAL OF BACHELOR OF APPLIED SCIENCE
IN EMERGENCY SERVICE ADMINISTRATION AT PIKES PEAK
COMMUNITY COLLEGE

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval for Pikes Peak Community College (PPCC) to offer a Bachelor of Applied Science (B.A.S.) degree in Emergency Service Administration.

II. BACKGROUND

The Colorado Community College System schools, as well as Aims Community College, received state authorization to propose bachelor of applied science degrees through Senate Bill 14-004, which requires the State Board for Community Colleges and Occupational Education (SBCCOE) to submit to the Commission for its approval technical, career, and workforce development bachelor of applied science degree programs and specifies the criteria to be used in evaluating the request. The states of Florida and Texas similarly allow community colleges to offer bachelor of applied science degrees.

Colorado community colleges are required to submit proposals for new degree programs to the Department and staff to review the proposed degree for the statutory requirements listed under “Statutory Authority.” If the proposal meets the requirements, the proposed degree is recommended for approval by the Commission. If the proposal does not meet the requirements, staff works with the institution.

It is helpful to note the difference between types of degrees. One may think of degrees as falling into one of two buckets: (1) traditional liberal arts & sciences and (2) career and technical education (CTE). Traditional liberal arts & sciences degrees include associate of arts (A.A.), associate of science (A.S.), bachelor of arts (B.A.) and bachelor of science (B.S.) degrees. These degrees usually have a general education core that is broad and typical of the liberal arts & sciences (i.e., written and oral communication, mathematics, arts & humanities, social & behavioral sciences, and natural/physical sciences). In Colorado, the fact that most of these arts & sciences degrees have the GT Pathways general education curriculum at their core, ensures the transferability of coursework in these degrees for students who switch majors or institutions.

Career and technical education (CTE) degrees, on the other hand, are usually aligned with a specific profession and based on workforce needs, are more “applied,” and usually do not have a traditional liberal arts & science general education component. Rather, the general education courses in a CTE degree are usually contextualized within the career. For example, rather than requiring something like “English Comp I,” the written communication requirement would be met by something like “Writing for Water Quality Supervision,” and rather than “College Algebra” the mathematics requirement would be met by something like “Math in the Environmental Sciences.” Examples of CTE degrees include associate of applied science

(A.A.S.) and bachelor of applied science (B.A.S.) degrees.

This proposed B.A.S. degree in Emergency Service Administration is typical of a CTE degree in that it is an applied degree, students must complete an A.A.S. degree prior to completing the B.A.S., and it does not require the GT Pathways curriculum. Though it does not require or contain GT Pathways, transfer is not a concern because the A.A.S. degrees students complete prior to this B.A.S. likely do not contain GT Pathways and students who are aware enough of their own career interests to choose this specialized track are unlikely to switch to a different baccalaureate degree.

III. STAFF ANALYSIS

Note that this analysis includes both Arapahoe Community College and Pikes Peak Community College. However, only Pikes Peak Community College's proposed B.A.S. degree is being recommended for approval at this time. Arapahoe Community College has tabled its proposed B.A.S. degree to give adequate time to work with Metropolitan State University of Denver to ensure there will be no adverse effect on MSU Denver's similar program.

The following Executive Summary is from the Colorado Community College System's proposal to offer the Bachelor of Applied Science in Emergency Service Administration (BAS ESA):

Executive Summary

The growing field of emergency services and the need for trained professionals in this field has led Arapahoe Community College in collaboration with Pikes Peak Community College (PPCC) to develop a new BAS degree in Emergency Service Administration. The new degree offers a comprehensive educational program to prepare a new generation of leaders in the field of emergency services in both governmental agencies and private sectors. Students will obtain a well-rounded learning experience and training related to proactive strategic planning for disaster prevention and reduction. The curriculum blends theoretical perspectives with professional practice necessary to enhance resiliency for communities and leverage capabilities and resources to deal with emergency situations. Students will learn how to tackle crisis requiring multi-agency collaboration and coordination activities. Additionally, the curriculum provides the foundation and skills for professionals in emergency services to advance into a leadership position and practice a proactive leadership in unpredictable and catastrophic situations to minimize risk to responders and the public.

The program will be primarily delivered online, but it may include other delivery methods including traditional and hybrid. It addresses advanced operations management; administrative and leadership skills; utilization of effective communication at the personal, professional, and public levels; critical thinking in emergency related situations; application of research methodology in public safety; grant writing to obtain federal and state funding; risk analysis and threat assessments; hazard identification and mitigation; safety and security planning; decision making in complex situations; responder and public safety during and after

incidents; multi-agency response and disaster recovery; and other related topics preparing students for emerging leadership positions in a variety of settings. Students will participate in simulated disaster scenarios and are required to complete a capstone project in which they apply the theory learned in practice.

The BAS program (a total of 120 credit hours) offers a flexible upper level 60-credit-hour degree designed specifically for students who have earned an associate degree from a regionally accredited institution in Criminal Justice, Emergency Management and Planning, Emergency Medical Services, Fire Science Technology, Homeland Security/Emergency Management, Law Enforcement, Paramedicine, Public Safety, Wildland Safety, or closely related degree. ACC currently uses a prior learning assessment (PLA) process for students requesting credit for college-level learning achieved outside of the classroom through work and life experience.

Candidates for the degree include individuals working in one of several fields, including, fire science, emergency medical services, law enforcement, emergency preparedness and management, occupational and public safety, homeland security, public policy, and other related fields and who would like to advance in their careers in these areas.

The State Board for Community Colleges and Occupational Education approved this B.A.S. in Emergency Service Administration at its November 9, 2016 meeting. The new degree is scheduled to be offered at both ACC and PPCC starting fall 2017.

Statutory Review Criteria

The following information is summarized from the Colorado Community College System's proposal to offer the Bachelor of Applied Science in Emergency Service Administration (BA ESA) and each of the statutory review criteria are addressed within.

1. Data demonstrates workforce and student demand for the degree program.

Student and graduate surveys. ACC and PPCC engaged a third-party consultant (Interact Communications) to conduct a student survey. A total of 76 surveys were given to both current students and graduates. Student and graduate respondents were from the Criminal Justice, Fire Science Technology, and Emergency Medical Services associate degree programs from both AAC and PPCC. Data indicated that 75 percent of student and graduate respondents are somewhat to very interested in enrolling in the BAS ESA program. Respondents indicated that a four-year degree is necessary for them to advance in their career.

Environmental scan. Interact Communications also conducted the environmental scan. Interact completed telephone surveys with 30 employers. The vast majority of the respondents recognized the need for an emergency service BAS degree program in Colorado because one does not currently exist. The survey acknowledged that a bachelor's degree provides graduates more employability in advanced positions across a wider variety of emergency related fields. Furthermore, the environmental scan indicates that emergency services occupations are listed as

one of the fastest growing occupations in the United States and in Colorado. Data from the Bureau of Labor Statistics, Office of Occupations Statistics and Employment projections indicate an employment growth that ranges between 17% and 24 % between 2014 and 2024 in jobs related to this degree including but not limited to Risk Management Specialists, Emergency Management Directors, and First-line Supervisors in all emergency service related occupations in both governmental and private sectors.

With the rapidly growing and increasingly dense population in Colorado, the need for more sophisticated and integrated administration of emergency services is being required by our communities. Applied research instrumentation revealed several principle competencies and skills needed in the field of emergency services. For example, areas identified include multiagency coordination, interpersonal communication, and management of all phases of the emergency cycle from threat assessment, planning through response to recovery. The proposed degree is in direct response to these identified community and employers' needs. Focus group meetings conducted by both PPCC and ACC validated the research findings and further clarified critical skills and current and emerging jobs in this evolving area. In total, over 80 employers, inclusive of focus groups and advisory committees, attended the meetings and guided the next steps in the program design. Overwhelmingly, all employers that participated in these sessions highly supported this degree. For more information please refer to documents 1 and 2 in the appendices.

2. The regional and professional accreditation requirements for the degree program, if applicable, have been met.

This program will require approval by the Higher Learning Commission (HLC). ACC and PPCC have drafted and will submit the HLC BAS Degree Request for Degree Approval and Substantive Change Application upon receiving all appropriate system and state approvals of the program. This process will likely take a minimum of six months and will require a site visit to both institutions. The addition of the BAS ESA does not affect the core curriculum or the accreditation standards for the CRJ, FST, EMS, LEA, FSW, EMP, FSW, and PSM associate degree programs which serve as feeder programs to the proposed degree. Although some of the prerequisite associate degree programs may have specialized programmatic accreditations, PPCC and ACC have not identified at the time of this request an accreditation body that focuses in emergency service administration.

3. Providing the degree program within the Community College System is cost-effective for the students and the Community College System.

Supporting data. ACC and PPCC will share the program's curriculum as a way to maximize educational options for students while controlling program costs. The existing associate degree feeder programs require between 60-65 credits hours and serve as the first two years of the baccalaureate program. Upon entrance to the program, students will need only 60 credit hours including general education and ESA specific courses to meet the Colorado Department of Higher Education's requirement of 120 credit hours for a baccalaureate degree. The degree completion approach is a cost effective way for students to obtain a bachelor's degree offering

access to advanced career opportunities. Offering the degree primarily online or in a hybrid format will minimize the costs associated with the use and maintenance of physical space, and enhance the access and flexibility of obtaining the degree for working professionals.

Program budget assumptions. ACC and PPCC project that the BAS ESA will break even within three years without any negative effect on operations or other academic programs. Each institution expects 30 students for the first year using conservative estimates based on VE-135 student survey data and Interact feasibility study.

Revenue projections are based on the 300- and 400-level emergency service administration courses only and do not include income or expenses associated with offering general education electives or any of the courses associated with the associate degree programs. Tuition will be charged at the online rate and high cost course fees will be assessed.

Enrollment. Thirty part-time students (20 new associate degree graduates from emergency related programs and 10 from local employers) will be enrolled in the first year. Continued marketing efforts and relationship building will increase new student enrollments by 5% in year two and beyond. Additionally we anticipate 5% annual attrition. Based on these assumptions, 30 students will be enrolled in the first year. In the second year, 61 students will be enrolled (29 continuing students + 32 new incoming students). Using the same assumptions as above, 92 students will be enrolled in the third year. In year four, it is projected that 28 students will graduate and 36 new students will enroll, inclusive of 5% attrition and replacement for a total of 97 students. Using the same rationale, the total number of students in year five and beyond will be approximately 102.

Personnel. Each institution will hire a full-time program director beginning July 1st, 2017. The director will provide oversight of the instructional and enrollment management operations. A primary function of the director's position will be the fostering of existing and new employer and community partnerships. Additionally, the director will teach twelve credit hours each year. Adjunct instructors with specific expertise in subject matter areas will provide the majority of direct instruction. Both institutions will monitor for any additional faculty needs as enrollment increases. Directors from the two institutions will collaborate routinely to assure that students experience a seamless, rigorous education. ACC and PPCC will also coordinate schedule offerings, curriculum development, and joint advisory committee meetings. A contracted instructional designer will be hired for the first two years of the program only and be shared between the two institutions working closely with subject matter experts to create engaging and accessible course materials.

Director and adjunct salaries and benefits are projected to increase 2.5% based on the Denver-Boulder-Greeley CPI.

Non-Instructional Operating Expenses. Equipment maintenance and all other services integral to the success of students are represented in the Non-Instructional Operating Expenses line item in the budget. These include academic success coaching, retention coordination, academic advising, career placement, library services, tutoring, technical services and support, equipment

depreciation, physical plant operations, and fiscal and human resources services necessary for supporting students, faculty, and staff. No additional labs or equipment will be necessary.

Table 1 – ACC Cost/Benefit Analysis by Fiscal Year

	Prep Years 2016- 2017	Year 1 2017- 2018	Year 2 2018- 2019	Year 3 2019- 2020	Year 4 2020- 2021	Year 5 2021- 2022
REVENUES:						
Tuition - Resident		37,800	193,939	362,505	396,844	433,356
State Funding (COF & FFS)		12,900	63,640	114,380	120,400	126,420
Total Tuition		50,700	257,579	476,885	517,244	559,776
Registration Fee		2,108	4,393	6,792	7,340	7,911
High Cost Course Fees		1,046	5,287	9,739	10,508	11,310
Student Fees		431	2,177	4,010	4,327	4,657
Total Other Revenue		3,584	11,857	20,541	22,175	23,877
TOTAL REVENUE		54,284	269,436	497,426	539,419	583,653
EXPENSES:						
Salaries/Benefits:						
Administrative Salaries						
Program Director		75,000	76,875	78,797	80,767	82,786
Administrative - Benefits		28,629	29,345	30,078	30,830	31,601
Faculty - Salary		0	0	0	0	0
Faculty - Benefits		0	0	0	0	0
Adjunct - Salary		0	10,667	57,192	58,621	60,087
Adjunct - Benefits		0	2,363	12,668	12,985	13,309
Faculty Curriculum Development	0	10,494	11,448	0	0	0
Technical/Professional - Salary Student Success Coach		0	0	0	0	0
Technical/Professional - Benefits		0	0	0	0	0
Subtotal Salary/Benefits	0	114,123	130,697	178,735	183,203	187,783
Operating Expenses:						
Instructional Supplies/Resources	6,159	5,500	5,500	5,500	5,500	5,500
Consultant - Course Designer		15,000	15,000	0	0	0
Program Marketing		5,000	5,000	5,000	5,000	5,000
Contract Expense - Interact Feasibility Study	16,000	0	0	0	0	0
Professional Development & Travel		5,000	5,000	5,000	5,000	5,000
Official Functions - Advisory Boards		500	500	500	500	500
Non-Instructional Operating Expenses		87,401	179,173	266,574	284,055	297,165
Subtotal Program Operating Expenses	22,159	118,401	210,173	282,574	300,055	313,165
TOTAL EXPENSES	22,159	232,524	340,870	461,309	483,258	500,948
YEARLY PROFIT (LOSS)	(22,159)	(178,240)	(71,434)	36,117	56,161	82,705
FTE		20	41	61	65	68
CUMULATIVE PROFIT (LOSS)	(22,159)	(200,399)	(271,833)	(235,716)	(179,555)	(96,849)
CUMULATIVE PROFIT (LOSS) Excluding Prep Year		(178,240)	(248,675)	(213,557)	(157,396)	(74,691)

Table 2 – PPCC Cost/Benefit Analysis by Fiscal Year

	Prep Years 2016-2017	Year 1 2017- 2018	Year 2 2018- 2019	Year 3 2019- 2020	Year 4 2020- 2021	Year 5 2021- 2022
REVENUES:						
Tuition - Resident		37,800	193,939	362,505	396,844	433,356
State Funding (COF & FFS)		10,350	51,060	91,770	96,600	101,430
Total Tuition		48,150	244,999	454,275	493,444	534,786
Registration Fee		1,199	2,499	3,864	4,176	4,501
High Cost Course Fees		1,046	5,287	9,739	10,508	11,310
Student Fees		1,438	7,269	13,392	14,449	15,551
Total Other Revenue		3,682	15,055	26,995	29,133	31,361
TOTAL REVENUE		51,832	260,055	481,270	522,577	566,147
EXPENSES:						
Salaries/Benefits:						
Administrative - Salaries						
Program Director		65,000	66,625	68,291	69,998	71,748
Other Administrators		0	0	0	0	0
Administrative - Benefits		27,503	27,166	27,845	28,541	29,254
Faculty - Salary		0	0	0	0	0
Faculty - Benefits		0	0	0	0	0
Adjunct - Salary		0	11,133	59,689	61,181	62,710
Adjunct - Benefits		0	2,466	13,221	13,552	13,890
Faculty Curriculum Development	1,175	5,497	5,497	0	0	0
Technical/Professional - Salary						
Technical/Professional - Benefits						
Subtotal Salary/Benefits	1,175	97,000	112,886	169,045	173,271	177,603
Operating Expenses:						
Instructional Supplies/Resources	0	6,500	6,500	6,500	6,500	6,500
Consultant - Course Designer	0	15,000	15,000	0	0	0
Program Marketing	0	5,000	5,000	5,000	5,000	5,000
Contract Expense - Interact Feasibility Study	16,000	0	0	0	0	0
Professional Development & Travel	0	5,000	5,000	5,000	5,000	5,000
Official Functions - Advisory Boards	500	500	500	500	500	500
Non-Instructional Operating Expenses	0	65,710	134,705	200,415	213,557	213,557
Subtotal Program Operating Expenses	16,500	97,710	166,705	217,415	230,557	230,557
TOTAL EXPENSES	17,675	194,710	279,591	386,460	403,828	408,160
YEARLY PROFIT (LOSS)	(17,675)	(142,877)	(19,537)	94,810	118,749	157,987
FTE		20	41	61	65	68
CUMULATIVE PROFIT (LOSS)	(17,675)	(162,552)	(180,089)	(85,279)	33,469	191,456
CUMULATIVE PROFIT (LOSS) Excluding Prep Year		(142,877)	(162,414)	(67,604)	51,144	209,131

Table 3 - ACC and PPCC BAS ESA Program In-State Cost Comparison for Resident Rates

	Arapahoe Community College BAS Emergency Service Administration			Pikes Peak Community College BAS Emergency Service Administration			Metropolitan State University B.S. Criminal Justice			Colorado State University B.S. Fire Science Administration		
Tuition	Credit	Rate	Total	Credit	Rate	Total	Credit	Rate	Total	Credit	Rate	Total
Traditional courses	75	\$136.90	\$10,267.50	75	\$136.90	\$10,267.50	120	\$237.20	\$28,464.00			
Online courses	45	\$241.95	\$10,887.75	45	\$241.95	\$10,887.75				120	\$444.00*	\$53,280.00
Total Credit hours	120			120			120			120		
Mandatory fixed and variable fees			\$803.05			\$1,980.00			\$4,944.00			\$200.00
High Cost Fees			\$306.00			\$306.00						
Total Tuition and fees			\$22,264.30			\$23,441.25			\$33,408.00			\$53,480.00

*CSU Online Course rate is \$444 per credit for both resident and non-resident.

Table 4 - ACC and PPCC BAS ESA Program In-State Cost Comparison for Non-resident Rates

	Arapahoe Community College BAS Emergency Service Administration			Pikes Peak Community College BAS Emergency Service Administration			Metropolitan State University B.S. Criminal Justice			Colorado State University B.S. Fire Science Administration		
Tuition	Credit	Rate	Total	Credit	Rate	Total	Credit	Rate	Total	Credit	Rate	Total
Traditional courses	75	\$561.65	\$42,123.75	75	\$561.65	\$42,123.75	120	\$785.80	\$94,296			
Online courses	45	\$368.90	\$16,600.50	45	\$368.90	\$16,600.50				120	\$444.00*	\$53,280.00
Total Credit Hours	120			120			120			120		
Mandatory fixed and variable fees			\$803.05			\$1,980.00			\$4,672.00			\$200.00
High Cost Fees			\$306.00			\$306.00						
Total Tuition and fees			\$59,833.30			\$61,010.25			\$98,968.00			\$53,480.00

*CSU Online Course rate is \$444 per credit for both resident and non-resident.

Table 5 - ACC and PPCC BAS ESA Program Out-of-State Cost Comparison for Resident Rates

	Arapahoe Community College BAS Emergency Service Administration			Pikes Peak Community College BAS Emergency Service Administration			Canton State University of New York B.S. Emergency Management			Oklahoma State University B.T. Fire Science Administration		
Tuition	Credit	Rate	Total	Credit	Rate	Total	Credit	Rate	Total	Credit	Rate	Total
Core Requirements	15	\$136.90	\$2,053.50	15	\$136.90	\$2,053.50	98	\$270.20	\$26,479.60	40	\$277.35	\$11,094.00
Upper Division courses	45	\$241.95	\$10,887.75	39	\$241.95	\$10,887.75	27	\$270.20	\$7,295.40	48	\$277.35	\$13,312.80
Required AAS Program	60	\$136.95	\$8,217.00	60	\$136.90	\$8,214.00				65 (36*)	\$277.35	\$18,027.75
Total Credit Hours	120			120			125			153 (124*)		
Mandatory fixed and variable fees			\$803.05			\$1,980.00			\$7,368.75			\$5,511.20
High Cost Fees			\$306.00			\$306.00						
Total Tuition and fees			\$22,267.30			\$23,441.25			\$41,143.75			\$47,945.75

*In Oklahoma State University, an AAS (60-65 credit hours) is required to be admitted to the Emergency Response Administration program; however, 36 credit hours of the associate degree are applied towards the B.S. Degree

Table 6 - ACC and PPCC BAS ESA Program Out-of-State Cost Comparison for Non-resident Rates

	Arapahoe Community College BAS Emergency Service Administration			Pikes Peak Community College BAS Emergency Service Administration			Canton State University of New York B.S. emergency Management			Oklahoma State University B.T. Fire Science Administration		
Tuition	Credit	Rate	Total	Credit	Rate	Total	Credit	Rate	Total	Credit	Rate	Total
Core Requirements	15	\$561.65	\$8,424.75	15	\$561.65	\$8,424.75	98	\$453.00	\$44394.00	40	\$635.50	\$25,420.00
Upper Division courses	45	\$368.90	\$16,600.50	45	\$368.90	\$16,600.50	27	\$453.00	\$12231.00	48	\$635.50	30,504.00
Required AAS Program	60	\$561.65	\$33,699.00	60	\$561.65	\$33,699.00				65 (36*)	\$635.50	\$41,307.50
Total Credit Hours	120			120			125			153		
Mandatory fixed and variable fees			\$803.05			\$1,980.00			\$7,368.75			\$5,511.20
High Cost Fees			\$306.00			\$306.00						
Total Tuition and fees			\$59,833.30			\$61,010.25			\$63,993.75			\$102,742.70

*In Oklahoma State University, an AAS (60-65 credit hours) is required to be admitted to the Emergency Response Administration program; however, 36 credit hours of the associate degree are applied towards the B.S. Degree

4. The degree program is sufficiently distinguishable from:

- a. an existing degree program at a state four-year institution of higher education that is provided to a student who resides in the community college's geographic service area, as defined by the Commission pursuant to Section 23-1-109 (2), without the student having to change his or her residence, or**
- b. a degree program that has been successfully offered previously in conjunction with a state four-year institution of higher education, which degree program will be reinstated sooner than the degree program could be offered by the community college.**

The program's external feasibility study assessed existing state and regional programs to determine if there were competitors. No significant competitor for a BAS in Emergency Service Administration was found at a 2- or 4-year institution. The BAS program is designed to allow associate degree graduates to transfer 60 credits seamlessly into a bachelor's degree program.

The BAS in Emergency Service Administration provides a comprehensive educational program and training related to the full cycle of managing emergency events (both natural and manmade) including risk assessment, hazard identification, prevention, mitigation, planning, response, and recovery. Multiagency coordination at the local, state, and federal levels and counterterrorism will also be integrated into the curriculum. Specific program learning outcomes include:

- Demonstrate effective leadership and professional skills to operate in emergency service settings.
- Utilize the obtained required knowledge, training, and skills to serve during emergency and critical incidents that require multi-agency collaboration and coordination.
- Formulate solutions to ethical and legal issues in public safety agencies.
- Apply research methodologies to collect and analyze data for decision making in the public safety environment.
- Employ effective strategies and implement the appropriate course of action for all phases of the cycle of emergencies from preparedness to recovery.
- Investigate and analyze global issues related to emergencies and apply lessons and best practices in local emergency situations.

5. The degree program could not be provided through a statewide transfer agreement pursuant to Section 23-1-108 (7) with an accredited state four-year institution in the community college's geographic service area or with an accredited state four-year institution of higher education that has a statewide service area, as defined by the Commission pursuant to Section 23-1-109 (2), that will deliver an existing Bachelor of Applied Science program in the community college's service area sooner than the degree program could be offered by the community college.

No public 2-year colleges in Colorado or nearby states were found offering a Bachelor in Emergency Service Administration program. The program feasibility study conducted by Interact Communications listed a number of 4-year institutions in Colorado that offer bachelor degrees in criminal justice/law enforcement administration, public administration, Fire Services Administration, Health/Healthcare administration. The following table is an excerpt from the *Arapahoe and Pikes Peak Community Colleges Program Feasibility Report*.

Table 2 - Completion Rates for related programs at 4-Year Public Institutions in Colorado (Interact Communications Feasibility Report)

All 2-Year and 4-Year Public and Private Institutions in Colorado Offering Bachelor Degree Programs in Emergency Related Fields					
Institution Information			Completion*		
Name of College (Location)	Students	Program			
2-Year, Public			Associate	Bachelor	Master
No public 2-years found with Bachelor ESA program	-	-	-		
4-Year, Public			Associate	Bachelor	Master
Colorado Mesa University (Grand Junction, Colorado)	9,448	Criminal Justice/Law Enforcement Administration	3	-	-
		Criminal Justice/Police Science	-	1	-
		Criminal Justice/Safety Studies	-	78	-
		Public Administration	-	5	-
Colorado State University - Fort Collins (Fort Collins, Colorado)	30,614	Fire Services Administration	-	14	-
Metropolitan State University of Denver (Denver, Colorado)	20,676	Health/Health Care Administrator/Management	-	47 ^d	-
		Criminal Justice/Safety Studies	-	204 ^d	-
University of Colorado Colorado Springs (Colorado Springs, Colorado)	11,988	Criminal Justice/Law Enforcement Administration	-	86 ^d	8 ^d
		Public Administration	-	-	22 ^d
University of Colorado Denver/Anschutz Medical Campus (Denver, Colorado)	23,671	Health/Health Care Administrator/Management	-	-	1
		Criminal Justice/Law Enforcement Administration	-	53 ^d	16 ^d
		Public Administration	-	-	117 ^d
University of Northern Colorado (Greeley, Colorado)	12,216	Criminal Justice/Safety Studies	-	76	10
*Number of Awards Conferred 2014-2015					
d identifies programs and award levels that are offered as a distance education program					

As shown in the tables below, learning outcomes by institution and degree are clearly differentiated.

Table 3- Learning Outcomes by Institution and Degree – ACC and PPCC compared to Colorado Mesa University, Colorado State University and University of Colorado Colorado Springs

Arapahoe & Pikes Peak Community Colleges Learning Outcomes of B.A.S. in Emergency Service Administration	Colorado Mesa University Learning Outcomes of B.A. in Criminal Justice	Colorado Mesa University Learning Outcomes of B.A.S. in Public Administration	Colorado State University – Fort Collins Learning Outcomes in B.S. in Fire and Emergency Services Administration	University of Colorado Colorado Springs Learning Outcomes of B.A. in Criminal Justice
<ol style="list-style-type: none"> 1. Demonstrate effective leadership and professional skills to operate in emergency service settings. 2. Utilize the obtained required knowledge, training, and skills to serve during emergency and critical incidents that require multi-agency collaboration and coordination. 3. Formulate solutions to ethical and legal issues in public safety agencies. 4. Apply research methodologies to collect and analyze data for decision making in the public safety environment. 5. Employ effective strategies and implement the appropriate course of action for all phases of the cycle of emergencies from preparedness to recovery. 6. Investigate and analyze global issues related to emergencies and apply lessons and best practices in local emergency situations. 	<ol style="list-style-type: none"> 1. Discuss the history and practice of each segment of the Criminal Justice System: police, courts, and corrections. 2. Analyze ethical issues surrounding the practice of criminal justice in a diverse society. 3. Use knowledge of the nature and causes of crimes, typologies, and theories of offenders and victims in critiquing current crime prevention policies. 4. Practice quantitative and qualitative research methods, including interpretation of statistical analyses. 5. Demonstrate proficient oral communication and writing skills that are formal and professional in nature. 	Not active for the 2015-16 Academic Year)	<ol style="list-style-type: none"> 1. Effectively integrate academic knowledge into administrative and managerial roles. 2. Collaborate with peers to solve fire and emergency service organizational problems. 3. Apply your knowledge, skills, and competencies to fire and emergency service situations. 	<ol style="list-style-type: none"> 1. Be able to draw on multiple disciplines and research traditions to identify and understand the social and behavioral contributors to crime and delinquency. 2. Have effective critical thinking and oral and written communication skills. 3. Have a comprehensive understanding of the institutions in criminal justice system and how politics and policy making affect these institutions. 4. Have a comprehensive knowledge of the ethical concerns of the criminal justice field. 5. Understand how perceptions of the criminal justice system vary cross-culturally and how such differences influence policy and public perception.

Table 4 - Learning Outcomes by Institution and Degree – ACC and PPCC compared to Metropolitan State University of Denver and University of Colorado Denver

Arapahoe & Pikes Peak Community Colleges Learning Outcomes of B.A.S in Emergency Service Administration	Metropolitan State University of Denver B.S. in Health Care Management	Metropolitan State University of Denver B.A. in Criminal Justice	University of Colorado Denver Learning Outcomes of B.A. in Criminal Justice
<ol style="list-style-type: none"> 1. Demonstrate effective leadership and professional skills to operate in emergency service settings. 2. Utilize the obtained required knowledge, training, and skills to serve during emergency and critical incidents that require multi-agency collaboration and coordination. 3. Formulate solutions to ethical and legal issues in public safety agencies. 4. Apply research methodologies to collect and analyze data for decision making in the public safety environment. 5. Employ effective strategies and implement the appropriate course of action for all phases of the cycle of emergencies from preparedness to recovery. 6. Investigate and analyze global issues related to emergencies and apply lessons and best practices in local emergency situations. 	<p>Provide students a strong understanding of the structure and function of the health care system and health care delivery, along with acquiring knowledge and skills applicable to a variety of health care field positions.</p>	<p>Provides students with a broad analysis of the relationship between law and society as well as a thorough examination of the interrelationships, functions and operations of the different components of the criminal justice system.</p>	<ol style="list-style-type: none"> 1. Be able to draw on multiple disciplines and research traditions to identify and understand the social and behavioral contributors to crime and delinquency. 2. Have a comprehensive understanding of the institutions in the criminal justice system and how politics and policy making affect these institutions. 3. Have effective critical thinking, oral and written communication skills. 4. Have a comprehensive knowledge of the ethical concerns of the criminal justice field. 5. Understand how perceptions of the criminal justice system vary cross-culturally, and how such differences influence policy and public perception. 6. Understand the impact and interplay of public policy on the trends, solutions, and research in the field. 7. Have demonstrated honed interpersonal and leadership skills. 8. Have developed a basis for the skills necessary to perform information analysis; engage in critical thinking, problem solving, and evaluation.

6. The Best Interests of the State.

In determining whether to approve a bachelor of applied science degree program, the commission shall consider whether the state board has met the criteria set forth above and whether the proposed bachelor of applied science degree program is in the best interests of the state of Colorado. Department staff concludes the criteria above have been sufficiently met. Staff agrees this proposed degree is in the best interests of the state of Colorado.

Managing emergency events is becoming more complicated and demanding as it is moving from a narrowly focused occupation to a multilevel profession. Employers in this field, as indicated in the attached Interact report, realize that a college degree in this profession create a new paradigm for the well-rounded emergency administrator. Even with training and experience in this field, it has become progressively difficult to follow the traditional promotion path without a bachelor's degree.

In the spring and summer of 2015, ACC conducted an extensive research and gap analysis in the field of emergency services. Results from the studies showed gaps and skills needed to fulfill employer needs. Approximately 50 employers and field experts were surveyed on suggested topic areas and skills prior to a focus group meeting. On December 7th, 2015, ACC held a focus group meeting that consisted of 34 industry experts to discuss survey results. The discussion also included details regarding skills, knowledge and competencies needed for entry-level and promotion within the field. Career opportunities, economic growth and the state of the industry were also explored. Additionally, ACC participated with PPCC in a series of advisory committee meetings to further discuss curriculum and employability opportunities with the intention of both colleges offering the same degree. Furthermore, ACC and PPCC hired Interact Communications, a third party consultant group, to conduct an environmental scan and program feasibility study. Results from the study provided invaluable information in regard to the perceived need and value of the program, skills required for promotion in the field, curriculum delivery format, and overall viability of the program.

Employer representatives from both governmental and private sectors in this field were part of the Interact Communications Feasibility study. In this study, 30 employer surveys were collected indicating the likelihood of graduates being hired with this degree. Ninety percent of employers surveyed are interested in hiring employees with a Bachelor of Applied Science in Emergency Service Administration. This high percentage indicates that graduates of this program will have many more opportunities for employment in comparison to applicants with only an associate degree or some other type of job training. Additionally, the majority of employers (77%) surveyed were willing to have their employees pursue a BAS in Emergency Service Administration. This suggests that a large pool of employers exist that may be able to provide prospective students for this program.

The rigorous BAS ESA program offered by both ACC and PPCC will respond to the growing demand for baccalaureate prepared emergency service leaders in both governmental and private sectors. As the only seamless associate to bachelor emergency service administration degree with unique industry-validated program outcomes, both institutions will be on the forefront of

providing comprehensive accessible education to emergency service professionals, along with providing a clear career pathway for advancement.

7. Anticipated Systemwide Effects.

In determining whether to approve a bachelor of applied science degree program, the commission may also consult with any state four-year institution of higher education that shares the same geographic service area concerning the proposed degree program to inform the commission of any anticipated systemwide effects of the new degree program. Since every four-year institution's geographic service area is the entire state (per [Commission Policy I, N](#)), every four-year institution was consulted.

Metropolitan State University of Denver (MSU Denver) offers the following degrees and certificate it believes are similar to the proposed B.A.S.:

- B.S. Fire and Emergency Response Administration
- B.S. Aviation and Aerospace Management
- B.S. Criminal Justice and Criminology
- Certificate Airport Management (18 credits)

Metropolitan State University of Denver (MSU Denver) and the Colorado Community College System (CCCS) agree that offering the proposed B.A.S. degree at Pikes Peak Community College (PPCC) would not have an adverse effect on MSU Denver's B.S. degree. MSU Denver and Arapahoe Community College (ACC) have agreed to work through the two curricula, course by course, to determine where there is overlap and determine if offering the proposed B.A.S. program at ACC would have an adverse impact on the current MSU Denver program.

CSU-Global Campus offers a B.S. in Organization Leadership with specialization in Emergency Management, which it considers to be similar to the proposed BAS degree. However, CSU-Global Campus believes in a market-based and student-choice approach to degree offerings and therefore does not oppose the BAS being offered by Arapahoe Community College or Pikes Peak Community College.

IV. STAFF RECOMMENDATIONS

Staff recommends the Commission approve the Bachelor of Applied Science in Emergency Service Administration at Pikes Peak Community College, including a waiver to be exempt from GT Pathways requirements.

V. STATUTORY AUTHORITY

C.R.S. §23-1-125 Commission directive - student bill of rights - degree requirements - implementation of core courses - competency test - prior learning

(1)(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education... Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission;

C.R.S. §23-1-133. Commission directive - bachelor of applied science degree programs - community colleges – approval

(1) (a) The state board for community colleges and occupational education, referred to in this section as the "state board", shall submit to the commission for its approval technical, career, and workforce development bachelor of applied science degree programs to be offered at one or more community colleges within the state system. The commission shall consider the following criteria in determining whether to approve a bachelor of applied science degree program: (I) Whether the state board provides data demonstrating workforce and student demand for the degree program;

(II) The regional and professional accreditation requirements for the degree program, if applicable, and whether the college can satisfy those requirements, as appropriate, at both the institutional and program levels;

(III) Whether the state board can demonstrate that providing the degree program within the community college system is cost-effective for the student and the community college system;

(IV) Whether the state board can demonstrate that the degree program is sufficiently distinguishable from:

(A) An existing degree program at a state four-year institution of higher education that is provided to a student who resides in the community college's geographic service area, as defined by the commission pursuant to section 23-1-109 (2), without the student having to change his or her residence; or

(B) A degree program that has been successfully offered previously in conjunction with a state four-year institution of higher education, which degree program will be reinstated sooner than the degree program could be offered by the community college; and

(V) Whether the bachelor of applied science degree program could be provided through a statewide transfer agreement pursuant to section 23-1-108 (7) with an accredited state four-year institution in the community college's geographic service area or with an accredited state four-year institution of higher education that has a statewide service area, as defined by the commission pursuant to section 23-1-109 (2), that will deliver an existing bachelor of applied science program in the community college's geographic service area sooner than the degree

program could be offered by the community college.

(b) In addition, in determining whether to approve a bachelor of applied science degree program, the commission:

(I) Shall consider whether the state board has met the criteria set forth in subparagraphs (I) to (IV) of paragraph (a) of this subsection (1) and whether the proposed bachelor of applied science degree program is in the best interests of the state of Colorado;

(II) Shall consult with the state board and state four-year institutions of higher education concerning whether the collaboration described in subparagraph (V) of paragraph (a) of this subsection (1) is feasible; and

(III) May consult with any state four-year institution of higher education that shares the same geographic service area, as defined by the commission pursuant to section 23-1-109 (2), concerning the proposed degree program to inform the commission of any anticipated systemwide effects of the new degree program.

(2) (a) In determining whether to approve a bachelor of applied science degree program for Aims community college pursuant to section 23-71-102, the commission shall consider the following criteria: (I) Whether Aims community college provides data demonstrating workforce and student demand for the degree program;

(II) The regional and professional accreditation requirements for the degree program, if

applicable, and whether the college can satisfy those requirements, as appropriate, at both the institutional and program levels;

(III) Whether Aims community college can demonstrate that providing the degree program within its service area is cost-effective for the student and Aims community college; (IV) Whether Aims community college can demonstrate that the degree program is sufficiently distinguishable from:

(A) An existing degree program at a state four-year institution of higher education that is provided to a student who resides in Aims community college's geographic service area, as defined by the commission pursuant to section 23-1-109 (2), without the student having to change his or her residence; or

(B) A degree program that has been successfully offered previously in conjunction with a state four-year institution of higher education, which degree program will be reinstated sooner than the degree program could be offered by the community college; and

(V) Whether the bachelor of applied science degree program could be provided through a statewide transfer agreement pursuant to section 23-1-108 (7) with an accredited state four-year institution in Aims community college's geographic service area or with an accredited state four-year institution of higher education that has a statewide service area, as defined by the commission pursuant to section 23-1-109 (2), that will deliver an existing bachelor of applied science program in Aims community college's geographic service area sooner than the degree program could be offered by Aims community college.

(b) In addition, in determining whether to approve a bachelor of applied science degree program, the commission:

(I) Shall consider whether Aims community college has met the criteria set forth in subparagraphs (I) to (IV) of paragraph (a) of this subsection (2) and whether the proposed bachelor of applied science degree program is in the best interests of the state of Colorado; (II) Shall consult with Aims community college and state four-year institutions of higher education concerning whether the collaboration described in subparagraph (V) of paragraph (a) of this subsection (2) is feasible; and

(III) May consult with any state four-year institution of higher education that shares the same geographic service area, as defined by the commission pursuant to section 23-1-109 (2), concerning the proposed degree program to inform the commission of any anticipated systemwide effects of the new degree program.

TOPIC: RECOMMEND APPROVAL OF MASTER'S OF SCIENCE IN DATA ANALYTICS AT COLORADO STATE UNIVERSITY – GLOBAL CAMPUS

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval of a Master's of Science (MS) in Data Analytics at Colorado State University-Global Campus.

II. BACKGROUND

CRS §23-5-129(6)(b) outlines the Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract, which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

III. STAFF ANALYSIS

The following is summarized from the institution's proposal:

CSU-Global is proposing a Master of Science in Data Analytics (MSDA) program. The MSDA graduate degree is a 36 credit hour program designed to prepare students to be organizational leaders through the use of business intelligence and data analytics. Students will learn to improve decision making and business processes in core business functions such as accounting, finance, logistics, management, and strategy through the application of business intelligence solutions and data analytics principles. Technical topics include data warehouse, data mining and visualization, business analytics, predictive analytics, and enterprise performance management. The program prepares students for careers such as business/systems analysts, business intelligence developers/analysts, ETL developers, data analysts, data architects, and data scientists. Students will complete a 24 credit hour major core and will be required to select from an existing CSU-Global 12 credit hour graduate specialization.

Additional information on this proposed degree, unrelated to fit with statutory role and mission, is in Appendix A.

This degree supports the institution's statutory role and mission, which states:

(1) (a) There is hereby established an online university to be known as Colorado state university - global campus, referred to in this article as "CSU global campus". CSU global campus is a baccalaureate and graduate online university with the mission in Colorado of offering baccalaureate degree programs for nontraditional students in partnership with the Colorado community college system and selected master-level graduate programs. For baccalaureate degree students residing in Colorado, CSU global campus shall have moderately selective admission standards. CSU global

campus shall not admit first-time freshman baccalaureate students who reside in Colorado and who are under twenty-three years of age. CSU global campus shall comply with all applicable statutes and rules.

(b) CSU global campus shall not offer associate of arts, associate of science, or associate of applied science degrees, bachelor of applied science degrees, or career and technical certificate programs. Additionally, CSU-global campus will not offer concurrent enrollment programs, state-funded supplemental academic instruction, or state-funded basic skills courses.

(2) (a) Online baccalaureate degree programs that will be offered to students residing in Colorado and that did not exist prior to August 6, 2014, are subject to review and approval by the Colorado commission on higher education. In determining whether to approve an online baccalaureate degree program, the Colorado commission on higher education shall consider:
(I) Whether the program is in the best interests of the state of Colorado;
(II) Whether the program is cost-effective for Colorado students; and
(III) Whether the program is sufficiently distinguishable from an existing online baccalaureate degree program being delivered by a state four-year institution of higher education, a state two-year institution of higher education, or jointly by a state two-year and state four-year institution of higher education.

(b) In determining whether to approve an online baccalaureate degree program pursuant to paragraph (a) of this subsection (2), the Colorado commission on higher education may consult with other state institutions of higher education. [23-31.3-101, C.R.S.]

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission. The institution's governing board approved the program at its December 9, 2016 meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Master's of Science degree in Data Analytics at Colorado State University – Global Campus.

III. STATUTORY AUTHORITY

CRS §23-5-129 Governing boards - performance contract - authorization – operations

(6) While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education:

(b) Need not consult with nor obtain approval from the Colorado commission on higher education to create, modify, or eliminate academic and vocational programs offered by the institution, so long as such creations, modifications, and eliminations are consistent with the institution's statutory role and mission. Institutions shall submit information to the department demonstrating that the creation or modification of an academic or career and technical education program is consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override the creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.

CRS §23-1-121-Commission directive - approval of educator preparation programs – review

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

APPENDIX:

- Appendix A: Supplemental Information

APPENDIX A: SUPPLEMENTAL INFORMATION

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

EVIDENCE OF NEED

Industry demand for the MSDA degree program has been evaluated through CSU-Global's contracted market research and through industry career growth projections. Demand projections and market research for positions aligned with this field are listed below:

- Recent studies estimate that by 2018, between 290,000 and 340,000 jobs in data analytics will be created in the US alone (Job Trends in indeed.com).
- A study by McKinsey Global Institute (McKinsey, 2011) revealed that by 2018 the U.S. will face a potential shortage of 140,000 to 190,000 business analytics professionals. The study also highlights a need for another 1.5 million executives, managers and analysts who understand how to exploit "big data" and utilize it in making good decisions.
- The Bureau of Labor Statistic (BLS) projects that operations research analyst occupations will grow over 30 percent between 2014 and 2024. As data collection methods advance, the BLS predicts that companies will begin to employ more analysts to translate data into valuable business information.

DUPLICATION

Within the CSU System, no master level programs currently exist oriented toward data analytics. CSU in Fort Collins offers a Master's of Science in Statistics which is the only program closely related to data science in the CSU System. There are currently no state institutions offering a degree under the 52.12 four digit CIP code either on-ground or online. The University of Colorado Boulder and Denver each offer an M.S. in Business Analytics under the 52.03 CIP code, but these degrees are not offered online. Additionally, the MSDA program at CSU-Global Campus will address an area currently being fulfilled by out-of-state or proprietary online institutions at a substantially higher cost.

TOPIC: DEGREE AUTHORIZATION ACT – RECOMMENDATION OF APPROVAL FOR RENEWAL OF AUTHORIZATION

PREPARED BY: HEATHER DELANGE, ACADEMIC POLICY OFFICER

I. SUMMARY

This consent item recommends the renewal of authorization as a Place of Business (with no instruction) for Ashford University under the Degree Authorization Act.

II. BACKGROUND

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act (DAA). The Act sets out the terms by which the Commission may authorize accredited private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges to operate in Colorado.

The DAA outlines the Department's jurisdiction over private education programs available to the residents of the state of Colorado. The DAA establishes standards to (1) prevent misrepresentation, fraud, and collusion in offering educational programs to the public and (2) protect, preserve, foster, and encourage the educational programs offered by private educational institutions, which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation.

III. STAFF ANALYSIS

Pursuant to statute and policy, all authorized institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization the institution holds from the CCHE. A private college or university that has authorization as a place of business by the Commission shall annually renew its authorization.

The Place of Business (with no instruction) authorization is defined as an accredited institution having a place of business within Colorado but may not offer instruction in the state. These institutions are subject to the deceptive trade practice provisions in §23-2-104, C.R.S.

Ashford University is a California based institution and is regionally accredited by the Western Association of Schools and Colleges (WASC), Senior College and University Commission. The Statement of Accreditation Status lists two accredited locations:

- Main campus – San Diego, California
- Additional campus - Clinton, Iowa

Ashford University operates a call center in Denver that provides support in human resources, learning and development, talent acquisition and development, business technology services, and facilities for Denver area employees. Additionally, employees at the local site provide enrollment support services, student services, financial services, and academic development for its students. Ashford University currently has 15 active employees at its Colorado site who provide the aforementioned services to students and employees.

Ashford University continues to meet the criteria to operate as an institution with a Place of Business (with no instruction) at its Colorado location and therefore meets the renewal requirements for this authorization level.

IV. STAFF RECOMMENDATION

Staff recommends the Commission approve the renewal of authorization as a Place of Business (with no instruction) for Ashford University.

V. STATUTORY AUTHORITY

C.R.S §23-2-103.3(5) A private college or university that has authorization from the commission pursuant to this section and maintains its accreditation shall apply to the department for reauthorization in accordance with the schedule for reaccreditation by its accrediting body or every three years, whichever is longer. A seminary or religious training institution shall apply for reauthorization every three years. A private college or university or seminary or religious training institution that seeks reauthorization shall submit an application in accordance with the procedures and policies adopted by the commission and shall pay the reauthorization fee established by the commission pursuant to section 23-2-104.5.

TOPIC: PROGRAM PLAN APPROVAL – FORT LEWIS COLLEGE

PREPARED BY: CATHERINE OLUKOTUN, LEAD FINANCE ANALYST

I. SUMMARY

This consent item is to approve the program plan for Fort Lewis College Athletics and Exercise Science programs. The Board of Trustees for Fort Lewis College approved the new Exercise Science Whalen Gymnasium Renovation & Expansion South - Athletics Whalen Gymnasium Renovation & Expansion North on June 3, 2016.

II. BACKGROUND

State law requires the Colorado Commission on Higher Education (CCHE) to review and approve facility master plans for all state institutions of higher education on land owned or controlled by the state or an institution and capital construction or capital renewal program plans for projects other than certain excluded projects (C.R.S. 23-1-106(3)). No capital construction or capital renewal projects shall commence without an approved facility master plan and program plan.

III. STAFF ANALYSIS

A program plan addressing the needs of the Fort Lewis College Athletics and Exercise Science programs was reviewed and approved by CCHE in 2006. Because the program needs for the Exercise Science and Athletics programs have evolved, and since the previous program plan is outdated, the college has updated their plan and replaced it with the 2016 Whalen Academic and Athletic Complex Program Plan, which is the blueprint for the FY 2017-18 state-funded capital request for Fort Lewis College.

The Fort Lewis College new program plan for the Whalen Academic and Athletic Complex proposes new additions of approximately 68,758 gross square feet (GSF) to be built to the south, east, and northeast of the existing Whalen Gymnasium, as well as renovation of the existing 47,426 GSF and renovation and reuse of the 5,067 GSF Skyhawk Hall. The new program plan proposes several planning goals, including:

- Creating outdoor program areas as extensions of programs;
- Defining a new identity and entrance for the facility to reinforce the role of Whalen Gymnasium on the Fort Lewis Campus;
- Minimizing impacts on campus utility infrastructure;
- Re-thinking Athletic Facilities to address Title IX and ADA Accessibility issues that are inherent in the layout of the existing building; and
- Reinforcing both internal and external service and circulation connections.

The program plan proposes the changes to be achieved in two projects: The Exercise Science Whalen Gymnasium Renovation & Expansion South, and the Athletics Whalen Gymnasium Renovation & Expansion North.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the program plan for Fort Lewis College Whalen Academic & Athletic Complex Program Plan.

V. STATUTORY AUTHORITY

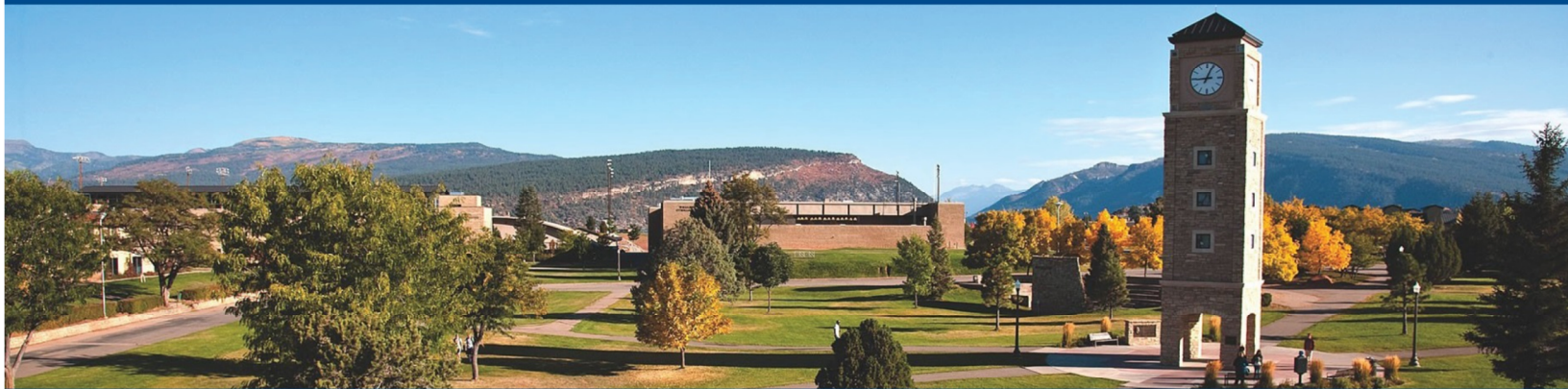
C.R.S. 23-1-106(3) The commission shall review and approve facility master plans for all state institutions of higher education on land owned or controlled by the state or an institution and capital construction or capital renewal program plans for projects other than those projects described in subsection (9) of this section. The commission shall forward the approved facility master plans to the office of the state architect. Except for those projects described in subsection (9) of this section, no capital construction or capital renewal shall commence except in accordance with an approved facility master plan and program plan.



Whalen Academic & Athletic Complex Program Plan

Exercise Science Whalen Gymnasium Renovation & Expansion South

Athletics Whalen Gymnasium Renovation & Expansion North



May 24, 2016

Prepared By:

Catherine Gore, Facility Planner

Mark Gutt, Construction Manger

Davis Partnership, P.C. Architects
&
Cornelius DuBois, FAIA

Fort Lewis College
Dr. Dene Kay Thomas, President

Board of Trustees

Alan G. Hill
Ernest House, Jr.
Thomas Schilling
Steven Short
Nora Jacquez
John Wells
Karen Wilde

Whalen Gymnasium Program Plan Steering Committee:
Fort Lewis College

Maureen Brandon, Dean of Arts & Sciences
Lynne Andrew, Associate Athletic Director
Melissa Knight-Maloney, Professor, Chair Exercise Science
Mark Gutt, Construction Manager, Physical Plant Services
Catherine Gore, Campus Architect/Facility Planner
Kelly Stanley, Director, Digital Innovative & E-Learning
Doug Ewing, Director of Recreation

Davis Partnership Architects

Brian Erickson, AIA
Curtis Cox, AIA
Kurt Basford, LEED AP BD+C

Cornelius (Kin) DuBois, FAIA

A. Overview

A.1 Executive summary

Fort Lewis College (FLC) presents this program plan for a renovation and addition to Whalen Gymnasium. The rationale and driver for this project is to create a single facility to serve as home for the two departments at FLC that share commonality in their emphasis on organized physical activity as a basis for study, competition, research, and exploration.

Currently, Whalen Gymnasium, first constructed in 1971, is the home for the Athletic Department, and it also includes space for the offices of the Exercise Science Department. The Athletic Department also occupies some office spaces in the Aquatic Center, while Exercise Science includes the adjacent building, Skyhawk Hall. Whalen Gymnasium, containing 47,426 total square feet, is inadequate. The Weight Room and Training Room were added to Whalen Gymnasium in 1983. An Athletic Facilities Improvements project was completed in 2002, including structural improvements for the main gym area, added cooling, ventilation improvements, new gym lighting and a new wood athletic floor, and addition of weights and training room space.

The 2006 Exercise Science/Athletic Facilities Expansion and Renovation Program Plan proposed a completed facility with space needs of 111,111 gross square feet (GSF). Because the existing facility, its finishes and systems have declined in the 10 years since that earlier plan, and because program capabilities of Athletics and Exercise Science have evolved and expanded, current space needs are projected for a larger facility with a total of 121,251 GSF.

Space needs are also targeted towards the future, in order to enable and accommodate programs that better allow Fort Lewis College to reach and serve the community of Durango and the Southwest. This includes establishing FLC as a center for high altitude study, to impact a broad region for which Durango is a geographical and economic center.

It is critical that Fort Lewis College reinforce its ability to attract and retain students and faculty. Current facilities are a barrier to this goal, including inadequate space for training and locker room facilities, activities such as dance and yoga, and academic spaces programmed and designed for the specialized equipment, research, testing, and the pedagogical requirements of the two departments. New academic spaces—laboratory classrooms and space for group collaborative and individual study and tutoring—are essential for these programs to continue to grow and attract eager students and highly qualified faculty and staff. Placing these, and other, spaces within a single facility will allow FLC to take advantage of commonalities and shared facilities to achieve space efficiencies and to reinforce the academic mission of the two departments and the College as a whole.

Fort Lewis College has a total enrollment (Fall 2015) of 3,544 undergraduates (FTE). Although overall college enrollment is likely to remain below 5,000 FTE, there is growth projected for the Exercise Science program. Currently, this growth is impeded by the limitations in the available program spaces.

This program plan proposes new additions of approximately 68,758 gross square feet (GSF) to be built to the south, east, and northeast of the existing Whalen Gymnasium as well as renovation of the existing 47,426 GSF and renovation and reuse of the 5,067 GSF Skyhawk Hall. This is proposed to be accomplished as two stand-alone projects following an initial design phase. The additions will be two and three stories where feasible in order to make optimal use of campus open space resources. The locations of additions are proposed to achieve several planning goals, including:

- Taking advantage of opportunities for shared space between the two departments;
- Creating outdoor program areas as extensions of programs;
- Defining a new identity and entrance for the facility to reinforce the role of Whalen Gymnasium on the Fort Lewis Campus;
- Minimizing impacts on campus utility infrastructure;
- Re-thinking Athletic Facilities to address Title IX and ADA Accessibility issues that are inherent in the layout of the existing building; and
- Reinforcing both internal and external service and circulation connections, including taking advantage of primary views where possible.

Development of this new project will also allow Fort Lewis College to provide appropriate academic spaces for the learning and teaching models necessary to align with the 2014 implementation by the College to a 3-credit curriculum and new Liberal Arts Core learning outcomes. Meeting the space needs prompted by this opportunity will serve the campus as a whole, as well as the individual programs to be located in the facility.

Because of the project complexity, diversity of departmental space needs, and the requirement to maintain continuous operation of both programs, including varsity athletics, the project is divided into two components, each of which will individually address the functional space requirements of each department.

The first project, the Exercise Science Whalen Gymnasium Renovation and Expansion South, will comprise two-phases. The first phase, totaling **\$3,206,625** dollars, includes staged design and professional services associated with both projects through a design development level of documentation, and completion of construction documents of the Exercise Science expansion and renovation portion of the project. The second phase includes the construction of this south expansion and a partial renovation totaling 51,843gsf, with a total project cost of **\$25,543,601** dollars. This project addresses the programmed space needs for Exercise Science, common spaces and shared program space with Athletics, associated site and site utility improvements. The Project 1 Total Budget Requests is **\$28,750,226** dollars.

The second project, the Athletics Whalen Gymnasium Renovation and Expansion North will comprise two-phases. The first phase, totaling **\$1,883,512** dollars, includes completion of the construction documents for this project. The second funding phase includes new construction of a north expansion and renovation of the remaining majority of Whalen Gym totaling 64,341gsf, with a total project cost of **\$26,874,948** dollars. The Project 2 Total Budget Requests is **\$28,758,460** dollars.

Proposed funding includes a combination of Capital Construction State of Colorado funding, and funds raised by Fort Lewis College, with a projected split of 90% State and 10% College funding for the first project, and a projected split of 80% State and 20% College funding for the second project. The completion of both projects will create the functional synergy between Exercise Science and Athletics discussed throughout the planning process and this program plan.

A.2 Program plan process

The needs of campus athletics and academic programs that draw upon Fort Lewis College's unique position in the unique setting of Durango as a center of outdoor and high altitude activity, have been a topic of discussion and planning for nearly twenty years. This resulted initially in the program plan of 1989 (approved in 1999). The "Master Plan Programming Issues" document of October 14, 2004, created as part of the 2004 Master Plan, included two issues relating to these programs, Whalen Gymnasium and the need for a revised and updated Program Plan. These issues were:

- I-10 *There is a need for additional outdoor and recreational and sports fields to support ALL programs, such as academic programs, intramurals, athletics, recreation, health and fitness. Location and type of fields should fit within the new master plan concept.*
- I-11 *It is important to continue with gymnasium expansion.*

The same "Initial Action Steps" was identified for both of these highest campus priority issues:

The Exercise Science and Athletics Program Plan, Phase II, III, and IV will remain a priority for the campus. The Program Plan was approved in 1999. An updated Program Plan will be required before the State will approve funding.

Having set this priority and established an action plan, Fort Lewis College began the process for the updated Program Plan. The Exercise Science/Athletics Facilities Expansion & Renovation Program Plan was completed on July 27, 2006. It was approved by CCHE on October 13, 2006.

After the State did not fund the project described in this program plan, new facility issues were identified, and program needs had altered significantly since the 2006 plan. FLC issued an RFP for program planning services on October 22, 2015. After reviewing the qualifications of several teams submitting responses to the RFP, the steering committee interviewed three firms and selected that architect and programming team led by Davis Partnership Architect with Cornelius DuBois, FAIA.

The development of the new program plan began with a kick-off meeting held on January 12 and 13, 2016. This began an intense and interactive process of fact-finding, data-gathering, analysis, and exploration of program and site alternatives. In addition to meetings with the steering committee, the program plan team met with students, the two programs affected by the program plan, and Facilities Services. Additional program planning workshops and steering committee meetings were held on January 27-28, February 10-11, February 23-24, March 22-23, and April 7. A two-and one-half hour Student Workshop was held in the evening of January 27th. A broad range of workshop techniques were used to encourage input and to define program priorities.

The Program Plan Steering Committee comprised representatives of Administration, Facilities Services, Athletics and Exercise Science. The architect's team included the programming consultant, civil/structural engineer/ mechanical/electrical/plumbing engineer, and the cost estimating consultant. Architectural and Landscape Architecture study and input was provided by Davis Partnership Architects.

During the first Steering Committee workshop and following the kick-off meeting, the team reviewed a preliminary space needs matrix. Available site areas were studied to understand the potential for a building addition or additions to Whalen Gymnasium. Alternates were developed and presented after the kick-off workshop, and these were studied until three alternatives were selected and, finally, a preferred option. The preferred option is illustrated in the program plan, including the blocking and stacking of physical space, and the location on the site agreed upon by the Steering Committee.

This program plan is organized in accordance with the Colorado Department of Higher Education (DHE) "Facility Program Planning Guidelines for Higher Education Capital Construction Projects," of April 5, 2007 and the Colorado Commission on Higher Education (CCHE) Guidelines for "Facilities Program Planning," adopted November 5, 2009. Space utilization is based on the "Department of Higher Education Space Utilization Planning Guidelines," April 5, 2007.

To provide more specific reference for higher education recreational facilities and to serve as a resource for peer institution comparison, the programming team also relied on several independent sources, including:

- CEFPI (Council of Education Facility Planners International): Space Planning for Institutions of Higher Education, 2006;
- AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance: "Facility Planning for Physical Education, Recreation and Athletics (1993); and
- ACSM (American College of Sports Medicine: "Health Fitness Facility Standards and Guidelines, Fourth Edition."

An independent architectural firm/programmer was identified by the college to conduct a third-party review of this document.

TOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF
EDUCATOR PREPARATION UNIT AT WESTERN STATE
COLORADO UNIVERSITY

PREPARED BY: DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR
EDUCATOR PREPARATION

I. SUMMARY

This item recommends reauthorization of the educator preparation unit and educator preparation programs at Western State Colorado University.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education (CCHE) considers reauthorization of all educator preparation programs at public and private institutions of higher education, after receiving an affirmative recommendation from the State Board of Education. The process for reauthorization of educator preparation programs is as follows:

- Colorado Department of Education (CDE) conducts a review of the endorsement programs to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Department of Higher Education (DHE) reviews the unit and its programs for the following statutory performance criteria: admission system; ongoing advising and screening of educator candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].
- DHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- CDE makes a recommendation to the State Board of Education, which then makes a recommendation to DHE.
- Upon receiving an affirmative recommendation, DHE makes a recommendation to CCHE.

III. STAFF ANALYSIS

At its meeting on November 9, 2016, the Colorado State Board of Education approved the content of the educator preparation programs at Western State Colorado University (WSCU). CDE staff transmitted State Board of Education's approval of the following endorsement programs:

- Principal (3.03)
- Elementary Education (8.02)
- Agriculture (8.03)
- Art (8.04)
- Business Education (8.05)
- Business and Marketing Education (8.05)
- Drama (8.07)
- Instructional Technologist Teacher (8.08)
- English Language Arts (8.09)
- World Language (8.10)
- Family and Consumer Studies (8.12)
- Technology Teacher (8.13)
- Mathematics (8.14)
- Music (8.15)
- Physical Education (8.16)
- Science (8.17)
- Social Studies (8.18)
- Trade and Industrial Education (8.21)
- Culturally and Linguistically Diverse Education (8.22)
- Special Education Generalist (9.06)
- Reading Teacher (10.03)
- Reading Specialist (10.04)

During the on-site evaluation visit, the reauthorization team noted programmatic strengths and provided recommendations for the educator preparation program at WSCU. Specifically, the team noted several strengths that include:

- Significant personal interest continues to be shown among faculty and staff members regarding the progression and achievements of students within the educator preparation program.
- Effective collaboration and cooperation exists between faculty and staff members throughout WSCU, particularly within the Education Department.
- There is evidence of well-established district partnerships with individuals identified to provide placement of field experiences and to provide feedback to the program. District partners are able to articulate both strengths and development areas of their WSCU program due to their extensive contact with program faculty and staff.

Specific recommendations for the program include:

- An additional focus on the development of a theoretical base of knowledge should be instilled within the program. While the program is very strong in practicum learning opportunities, students would benefit from additional exposure to foundational educational theory.
- WSCU is encouraged to conduct a review of the differentiation between graduate and undergraduate courses should be developed to ensure that all faculty has similar expectations for the various levels of study. Outcomes for graduate-level coursework should be substantially different than undergraduate expectations.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission reauthorize the educator preparation unit and educator preparation programs at Western State Colorado University.

STATUTORY AUTHORITY

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education as provided in paragraph (b) of this subsection (4) and shall establish a schedule for review of each educator preparation program that ensures each program is reviewed as provided in this section not more frequently than once every five years.

TOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF
EDUCATOR PREPARATION UNIT AT COLORADO MOUNTAIN
COLLEGE

PREPARED BY: DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR
EDUCATOR PREPARATION

I. SUMMARY

This item recommends reauthorization of the educator preparation unit and educator preparation programs at Colorado Mountain College.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education (CCHE) considers reauthorization of all educator preparation programs at public and private institutions of higher education, after receiving an affirmative recommendation from the State Board of Education. The process for reauthorization of educator preparation programs is as follows:

- Colorado Department of Education (CDE) conducts a review of the endorsement programs to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Department of Higher Education (DHE) reviews the unit and its programs for the following statutory performance criteria: admission system; ongoing advising and screening of educator candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].
- DHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- CDE makes a recommendation to the State Board of Education, which then makes a recommendation to DHE.
- Upon receiving an affirmative recommendation, DHE makes a recommendation to CCHE.

III. STAFF ANALYSIS

At its meeting on December 14, 2016, the Colorado State Board of Education approved the content of the educator preparation programs at Colorado Mountain College (CMC). CDE staff transmitted State Board of Education's approval of the following endorsement programs:

- Elementary Education (8.02)
- Culturally and Linguistically Diverse Education (8.22)

During the on-site evaluation visit, the reauthorization team noted programmatic strengths and provided recommendations for the educator preparation program at CMC. Specifically, the team noted several strengths that include:

- The program has a well-established network of district partnerships and relationships with individuals throughout the local educational environment – including school district leadership, established teachers and educators and invested community members who value the role of public education in their local communities.
- The personal interest shown among faculty and staff members regarding the progression and achievements of the students within the educator preparation program is commendable.

Specific recommendations for the program include:

- CMC should develop a plan for the recruitment and retention of male elementary and ethnically diverse candidates. This plan would help address some immediate needs for local partner school districts and would continue to build the CMC program.
- An immediate review of the supervisory load for program faculty is excessive and cannot be satisfactorily maintained. At present, each faculty member works with 21 teacher candidates within their field placements (national best practices recommend no more than six candidates to supervise in any academic term).

IV. STAFF RECOMMENDATION

Staff recommends that the Commission reauthorize the educator preparation unit and educator preparation programs at Colorado Mountain College.

STATUTORY AUTHORITY

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education as provided in paragraph (b) of this subsection (4) and shall establish a schedule for review of each educator preparation program that ensures each program is reviewed as provided in this section not more frequently than once every five years.

TOPIC: COLORADO’S CHANGING DEMOGRAPHICS AND WORKFORCE

PREPARED BY: KACHINA WEAVER, CHIEF POLICY OFFICER

I. SUMMARY

This discussion item is to provide Commissioners with additional information important to the ongoing conversation revisiting the Master Plan and updating our goals and targets. These two presenters will discuss the changing demographics of Colorado, as well as the important work being done to understand the workforce needs and what has been learned.

II. BACKGROUND

REVISITING THE MASTER PLAN

We have begun an iterative process, to be conducted over this year’s Commission meetings, to revisit the Master Plan with the goal of discussing its continued relevance and incorporating updated data and information. We anticipate that these discussions will culminate with a May 2017 Discussion Item and June 2017 Action Item on the CCHE agendas to adopt an updated Master Plan.

During the spring, the Department will be working with governing boards to revisit and negotiate new performance contracts that will be effective July 1, 2017.

PROGRESS TO-DATE

- **August 2016 Retreat** - Commissioners learned how we are tracking progress on the statewide goals; what that progress has been; and, what activities the Department and institutions have been engaged in to realize these goals.
- **September 2016 CCHE Meeting** – Commissioners discussed the goals laid out in the 2012 Master Plan; learned what the progress has been made; and affirmed that these goals are still important and applicable today, acknowledging that some data and information will need to be updated and some adjustments made.
- **October 2016 CCHE Meeting** – Commissioners learned about how the 66% attainment goal was initially established; how the Department is tracking that progress; and, what is needed to meet that goal. Commissioners asked for some additional information to be brought back in December for further discussion. Staff is seeking direction from the Commission about retaining this goal and its structure.
- **December 2016 CCHE Meeting** – Commissioners had a robust discussion on about the content of the four goals, including the “Targets” and “Indicators of Success” that were included in the Master Plan for each goal. In addition, questions were provided by staff for each goal, which generally sought to get Commissioner feedback on the following:

- Are these the correct “Targets”?
- Are these the correct “Indicators of Progress”?
- What is missing?

CALENDAR OF NEXT STEPS

MEETING DATE	MEETING GOALS
CCHE Meeting - <i>February 3rd</i>	• Presentation on Colorado’s Changing Demographics and Workforce – State Demographers Office and The Talent Pipeline Report
CCHE Meeting - <i>March 3rd</i>	• Continued Discussion – Revisions to Master Plan
CCHE Meeting - <i>April 7th</i>	• Continued Discussion – Revisions to Master Plan
CCHE Meeting - <i>May 5th</i>	• Agenda Item - Discussion: Revisions to Master Plan
CCHE Meeting - <i>June 1st</i>	• Agenda Item - Action: Revisions to Master Plan

HIGHLIGHT OF CCHE’s MASTER PLAN

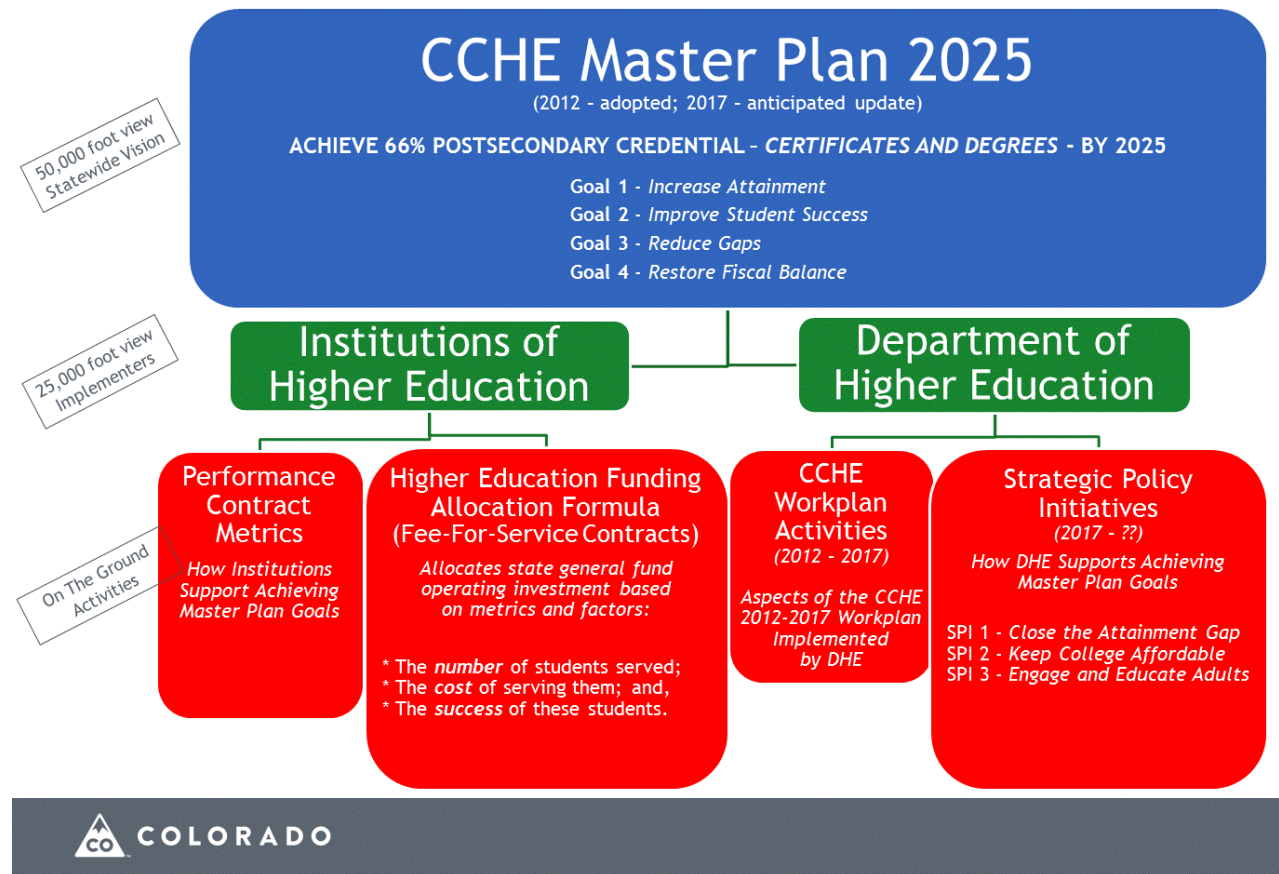
The CCHE issued “*Colorado Competes, a Completion Agenda for Higher Education*”, in 2012, setting goals and a vision for higher education in Colorado. The plan identifies a primary performance goal of increasing the number of Coloradans who hold a postsecondary credential – certificates and degrees - to 66%. Currently, the Colorado rate is about 54%. The benefits (social, economic, civic) of increasing postsecondary attainment are well documented and growing in value. The Master Plan includes three complementary goals, as follows:

- **Goal 2** - *Improve Student Success*
- **Goal 3** - *Reduce Gaps*
- **Goal 4** - *Restore Fiscal Balance*

HOW ARE THE MASTER PLAN GOALS BEING ACHIEVED?

The Master Plan envisions the work of increasing credentials, improving student success and reducing gaps as the responsibility of institutions of higher education, the Department and CCHE.

- COLORADO'S PLANNING STRUCTURE FOR HIGHER EDUCATION -



Following are the key responsibilities of each:

- **Governing Boards of Public Institutions of Higher Education** - Governing boards are individually executing activities that support the overall statewide goals in a variety of ways that reflect their individual role and mission. As required by statute, individual Fee-for-Service Contracts and Performance Contracts outline state goals and outcomes.
- **Department of Higher Education** – The Department reviewed all of its programs and activities for relevance to the Master Plan goals. We then developed three Strategic Policy Initiatives (SPIs) that encompass all divisions of the Department, are within our control to influence and achieve, and that we believe will contribute to progress on the overall Master Plan goals.
 - **SPI 1** - Close the Attainment Gap
 - **SPI 2** - Keep College Affordable
 - **SPI 3** - Engage and Educate Adults

- **CCHE–The Master Plan** included a 5-year work plan, which outlined specific activities that the CCHE expected to accomplish between 2012 and 2017. CCHE has completed almost all items in the work plan (see attached Summary Update, which was also provided at the August retreat).

III. STAFF ANALYSIS

The two presentations to be provided at this meeting will provide important information to Commissioners as they continue the discussion to update the Master Plan.

IV. STAFF RECOMMENDATIONS

This is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

C.R.S. 23-1-108 Duties and powers of the commission with regard to systemwide planning

(1) The commission, after consultation with the governing boards of institutions and as a part of the master planning process, shall have the authority to:

(a) Establish a policy-based and continuing systemwide planning, programming, and coordination process to effect the best use of available resources;

(b) Establish such academic and vocational education planning as may be necessary to accomplish and sustain systemwide goals of high quality, access, diversity, efficiency, and accountability. Such planning shall include identification by each governing board of programs of excellence at institutions under their control and plans for enhancement and improvement for those programs.

C.R.S. 23-1-108 (1.5) (a) On or before September 1, 2012, the commission shall develop and submit to the governor and the general assembly a new master plan for Colorado postsecondary education. The commission shall collaborate with the governing boards and chief executive officers of the state institutions of higher education in developing the master plan. In addition, the commission shall take into account the final report of the higher education strategic planning steering committee appointed by the governor. In drafting the master plan, addressing the issues specified in paragraph (b) of this subsection (1.5), and establishing the goals as described in paragraph (c) of this subsection (1.5) for the state system of higher education, the commission shall also take into consideration the data collected pursuant to subsection (1.7) of this section.

(b) At a minimum, the commission shall address the following issues in developing the master plan:

(I) The needs of the state with regard to the system of higher education and the top priorities for the state system of higher education in meeting those needs;

(II) Alignment of the state system of higher education with the system of elementary and secondary education and increasing the rate at which students who graduate from Colorado high schools enroll in and complete postsecondary and career and technical education;

(III) Accessibility and affordability of the state system of higher education, including consideration of methods to reduce the student debt load and increase need-based financial aid funding;

(IV) Funding for the state system of higher education and strategies for stabilizing and sustaining an adequate funding level;

(V) The role and mission of the state institutions of higher education and the governance structure of the state system of higher education;

(VI) The role of two-year and four-year junior colleges and area technical colleges in helping to address the workforce and economic development needs of the state within the system of higher education; and

(VII) The importance of private and proprietary institutions with regard to higher education in the state, although consideration of said institutions in the plan in no way implies control or state authority over their operations.

(c) The commission shall design the master plan to achieve, at a minimum, the following goals:

(I) Increasing the overall number of baccalaureate degrees, associate degrees, and career and technical education certificates issued by the public institutions of higher education in the state, while maintaining accessibility to the institutions, to provide support for economic development and a well-educated workforce for the business community in the state;

(II) Implementing systemic approaches, including coordinated and proven transitional programs, that strengthen the continuity of public education from elementary and secondary through postsecondary education for traditional and nontraditional students;

(III) Ensuring the long term fiscal stability and affordability of the state system of higher education and ensuring the efficient allocation of available state resources to support institutions of higher education while protecting the unique mission of each institution. The allocation shall take into consideration, but need not be limited to, tuition capacity, tuition rates relative to competitive institutions, the state resources available to institutions, funding for high-cost programs, the student and family incomes of students enrolled at institutions, enrollment levels, geographic access to educational opportunities throughout the state, and other issues deemed relevant by the commission.

(IV) Reducing the educational attainment gap between majority and underrepresented populations throughout the state;

(V) Reducing the geographic disparities in access to and opportunity to complete a broad array of quality higher education and career and technical education programs;

(VI) Addressing opportunities for students with disabilities, including intellectual disabilities, to participate in postsecondary education;

(VII) Implementing strategies that strengthen the link between higher education and economic development and innovation in the state; and

(VIII) Improving and sustaining excellence in career and technical education and undergraduate and graduate degree programs.

(d) (I) The commission shall ensure that the master plan prepared pursuant to this subsection (1.5) specifically addresses providing coordinated and proven programs that support and help ensure the success of students who graduate from Colorado high schools and are enrolling as first-time freshmen students and meet one or more of the following criteria:

(A) The student's family is low-income and the student is likely to incur significant student debt in attending an institution of higher education;

(B) The student's parents did not attend postsecondary education and may not have graduated from high school;

(C) The student is a member of an underrepresented population; or

(D) The student has limited access to technologies to support learning.

(II) Programs that may be addressed in the master plan include but need not be limited to:

(A) Providing student support services including counseling or tutoring;

(B) Implementing measures to reduce student debt by making effective use of financial assistance and assisting in fee payments and textbook costs; and

(C) Providing assistance in obtaining access to technology.

(e) Prior to submitting the master plan to the governor and the general assembly, the commission shall distribute a draft of the plan to the governing boards for comment. Each governing board shall submit to the commission its comments and any suggested revisions within thirty days after receiving the draft plan. The commission shall discuss and consider any revisions suggested by the governing boards to the draft master plan.

(f) (I) The commission shall ensure that the master plan is implemented through the performance contracts authorized pursuant to [sections 23-5-129](#) and [23-41-104.6](#) by negotiating with the

governing boards individualized goals and expectations for the public institutions of higher education, which goals and expectations support achievement of the statewide goals identified in paragraph (c) of this subsection (1.5) and in the master plan. The commission and the governing boards shall ensure that the institutions' renegotiated performance contracts are finalized no later than December 1, 2012.

(II) In fulfilling the requirements of paragraph (c) of subsection (1) of this section, the commission shall refer to each institution's role and mission and service area, as necessary, to interpret jointly with the institution's governing board the implications of the role and mission and service area on the academic, financial, and student services elements of each institution's performance contract.

ATTACHMENT(S):

- Talent Found – The Colorado Talent Pipeline Report 2016



THE COLORADO
TALENT PIPELINE REPORT

2016

DISCOVER ABILITY > DEVELOP TALENT > FIND SUCCESS

In accordance with C.R.S. 24-46.3- 103, this Talent Pipeline Report was prepared by the Colorado Workforce Development Council (CWDC) in partnership with the Department of Higher Education, the Department of Education, the Department of Labor and Employment (including the Division of Labor Standards and Statistics), and the Office of Economic Development and International Trade, with support from the Office of State Planning and Budgeting, the State Demography Office at the Department of Local Affairs, the Department of Human Services, and the Department of Regulatory Affairs, along with other partners.

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TalentFOUND is the brand of the statewide talent development network. It is a joint effort of partners working to ensure that students, job seekers, workers, and businesses can find the tools, programs, and resources they need to **design their own unique path to success.**

The Colorado talent development network is broad and diverse, including all systems, partners, programs, and initiatives working to build a strong talent pipeline for Colorado. Our students, job seekers, workers, and businesses need help navigating this sprawling, decentralized network -- TalentFOUND will be their guide.

Key components of TalentFOUND to be created for spring 2017 full launch:

- **Electronic gateway that filters database of assets via logic tree** to help students, job seekers, workers, and businesses access the tools and resources of the talent development network already in existence that best help each one find their own unique path to success
- **Public service announcement videos and digital ads** to help raise general public's awareness
- **Affiliate communications toolkit** containing content to share among their networks
- **Repository of real life success stories** to help strengthen the telling of the Colorado story

TalentFOUND is NOT designed to replicate the many sites and information points already available. It is intended to help visitors connect more efficiently with those resources that

best fit their individual needs. Additionally, TalentFOUND is not looking to prescribe anything about the way organizations provide services, nor is it to replace existing marketing, branding, or communications efforts.

Outcomes: Students, job seekers, and workers will have the information they need to explore a variety of education and training and career opportunities and more easily access the resources already available to help set and achieve their career goals. **Businesses** will use the Colorado talent development network as a reason for staying in, coming to, and expanding in Colorado. **Affiliates** will be able to communicate their role in the network and the benefits to students, job seekers, workers, and businesses. **Elected officials and community leaders** will see the value of the network and the resulting talent pipeline. **State agencies and the administration** will have access to common talking points and real success stories, ensuring a more consistent and stronger telling of the Colorado story.

At this time, we continue gathering feedback from partners, mapping assets for the gateway, creating the components for the spring 2017 launch, and recruiting charter affiliates. The September 2016 release of this report marks the soft launch of TalentFOUND as the overarching brand of the talent development network. A temporary landing page is live at talentfound.org where any organization that is part of the network can learn more and sign up to become a charter affiliate of TalentFOUND.

As the Talent Pipeline Report tells the story of the talent development network through data and is a collaboration of network partners, we are excited for it to be the first use of the TalentFOUND brand.

EXECUTIVE SUMMARY

Having the right mix of talent is critical to supporting the growth of Colorado businesses, continuing to attract new business to the state, and ensuring that Coloradans have good job opportunities. This report explores issues impacting talent in the state, from the evolving labor market to changing demographics to postsecondary education outcomes.

Like in previous reports, we explore jobs that are high demand, high growth jobs that pay a living wage. This year we look at two earnings tiers: one that includes jobs meeting a living wage for a family of three (one working adult), another that includes jobs meeting a living wage for an individual. Job openings in the higher earnings tier are largely concentrated in healthcare practitioners and technical, business and finance, IT, and engineering occupations. Job openings in the lower earnings tier are largely concentrated in construction, office and administrative support, healthcare support, and education occupations. For job openings in the higher earnings tier, nearly all typically require formal education or training beyond high school for entry into the field, while the lower earnings tier offers far more opportunity for workers without education or training beyond high school.

In an effort to better understand in-demand, employer-sought skills, we look to trends in today's online job postings. While technical skills certainly vary depending on the occupation type and/or industry, among the most commonly posted professional competencies are oral and written communication, problem solving, and integrity. Studies show that work-based learning may have an advantage in developing certain skills, such as trustworthiness and teamwork, while school-based learning may have a comparative advantage in developing analytical thinking and the joy of learning.

Colorado is engaged in a range of programs and initiatives supporting talent development. Activity focusing on experiential work-based learning opportunities is guided by the Governor-appointed Business Experiential Learning (BEL) Commission, and occurring through initiatives such as CareerWise Colorado's youth apprenticeships. A statewide two-generation work group is engaged in expanding the implementation of two-generation strategies across more agencies and organizations. The Colorado Department of Labor and Employment offers numerous career services for veterans, serving over 18,000 veterans during the 2015 program year. Sector strategies continue to expand, with 21 active or emerging sector partnerships across the state focusing on industries such as healthcare, manufacturing, and agriculture, and over 450 involved businesses. Colorado has also been actively working on further developing career pathways; for example, legislation (HB 15-1274) has guided the development of IT career pathways, as well as those for healthcare and construction.

Recommendations include:

- Promote apprenticeships by creating a strong foundation of youth apprenticeships that integrate secondary education, postsecondary education, and work.
- Support the cross-agency 2-Gen approach, and focus on "two-generation approaches" that work with both parents/ caretakers and children to improve education and work outcomes.
- Support streamlined regulations of credentialing to result in a more rapid response to filling high demand occupations.

TABLE OF CONTENTS



EXECUTIVE SUMMARY	4
<hr/>	
INTRODUCTION	7
<hr/>	
TOP TALENT ISSUES EXPLAINED	8
<hr/>	
The Future of Jobs.....	8
The Gig Economy	9
The Future of Talent	10
What about the Colorado Paradox?	12
The Impact of Postsecondary Education	15
TOP JOBS IN COLORADO.....	19
<hr/>	
What is a Top Job?.....	19
Top Jobs by Occupation Group.....	19
Top Jobs by Education Level	22
Nurturing Talent for Top Jobs	24
HB 16-1289 Career Development Success Pilot Program	24
HB 15-1170 Postsecondary and Workforce Readiness.....	24
In-Demand Skills	24
PUTTING POLICY INTO PRACTICE	26
<hr/>	
Sector Strategies: A Key to Industry-Led Talent Solutions in Colorado	26
Sector Partnerships in Colorado	26
Statewide Industry Associations are Critical Collaborators in Developing Talent	29
Building Industry-Driven Career Pathways Systems in Colorado.....	29

TABLE OF CONTENTS

Two-Generation Strategies.....	30
Veteran Strategies	30
Services for Veterans with Significant Barriers to Employment.....	30
Hilton Honors (HHonors) Military Rewards Program.....	30
HB 16-1197 Military Veteran Occupational Credentials Implementation	31
Strategies for Coloradans with Disabilities	31
Implementing Systemic Change in Experiential Learning Opportunities	31
Collaboration across the Talent Development Network	32
RECOMMENDATIONS	34
REFERENCES.....	36
APPENDICES.....	37
Appendix A: Top Jobs List by Occupation Cluster Tier 1	
Appendix A: Top Jobs List by Occupation Cluster Tier 2	
Appendix B: Top Jobs List by Typical Education for Entry Tier 1	
Appendix B: Top Jobs List by Typical Education for Entry Tier 2	
Appendix C: Top Jobs	
Appendix D: Changes in Top Jobs from Last Year to This Year	
Appendix E: HB 15-1170: PWR Coordinator Update	
Appendix F: Top Jobs: Top Skills and Employers from Online Job Postings	
Appendix G: HB 16-1289: Career Development Success Pilot Program	
Appendix H: Add'l Information Regarding Specific Collaborators in the Talent Development Network	
Appendix I: Overview of Information Technology (IT) in Colorado	

INTRODUCTION



Having the right mix of talent is critical to supporting the growth of Colorado businesses, continuing to attract new business to the state, and ensuring that Coloradans have good job opportunities. In this year's Talent Pipeline Report, we explore:

- Top talent issues of today;
- Top jobs and skills; and
- Talent development strategies.

TOP TALENT ISSUES EXPLAINED

THE FUTURE OF JOBS

The labor market is evolving faster than ever through the influence of technological innovations. How is this impacting talent?

- **Job qualifications are shifting.** While some jobs are becoming automated, many require increasingly higher levels of technology literacy to operate more advanced systems and procedures. More than ever, workers must have a “liquid skills mindset”—a “flexible, ongoing approach to skills accumulation” in response to volatility in the labor market (Infosys, p. 23).

As a result of technological advancements, the “ability to work with data and make data-based decisions will become an increasingly vital skill across many job families” (World Economic Forum, 2016, p. 21). Astutely, college students tend to believe that both interpersonal skills and agility with workforce-related technology help improve job prospects, with business and economics and STEM majors putting more emphasis on the importance of having a degree in what they perceive as a “marketable field,” over arts and humanities and social sciences majors (McGraw Hill, 2016).

It’s difficult to adapt fast enough to shifting job qualifications, as many jobs are requiring higher levels of technology literacy and a more flexible skills accumulation mindset.

- **Society can’t adapt fast enough.** Nearly half of young workers in the United States find that their formal education did not prepare them for their work life (Infosys, 2016), suggesting an opportunity to fill a gap between education and employment through work-based learning opportunities. Yet, while the majority of young workers have to learn new skills for their job, more than half are optimistic about their future job prospects (Infosys, 2016). Demographics also impact talent demands—for example, the role and importance of women as talent and consumers has been increasing, and the longevity of aging populations will also impact both talent needs and the nature of consumers (WEF, 2016).

- **Globalization of the economy.** Young people believe they are dealing with a more competitive job market as a result of increased globalization (Infosys, 2016). As a state, we compete nationally and internationally for talent, especially as new

technologies innovate work environments (e.g. working remotely, teleconferencing). For some types of jobs this means that increasingly, “work is what people do and not where they do it,” forcing organizations to become more agile if they wish to stay competitive (WEF, 2016, p. 30).

THE GIG ECONOMY

With the emergence of online platforms, such as Uber and Taskrabbit, that directly connect a consumer with a provider of services or products, the concept of a seemingly more ubiquitous “gig economy” has evolved. How significant is this segment of the workforce? Does a “gig worker” truly benefit from such arrangements?

- Nationally, only about 0.5 percent of all workers rely primarily on an online gig economy platform (such as Uber) for their income. For the most part, alternative work arrangements—such as contract, on-call or temporary work—do not involve work coordinated through such online platforms, although this online gig workforce is, in fact, rapidly growing (Katz and Krueger, 2016).

About 0.5% of all workers rely on an online gig platform (such as Uber) for primary income.

- Most workers who earn income through an online gig economy platform already have other jobs as their main income source. A JP Morgan Chase Institute study (2015) found that 82 percent of gig economy platform users (e.g. Uber drivers, TaskRabbit Taskers) relied on these earnings for less than 25 percent of their total income.

Older workers have seen the greatest increases in alternative work arrangements.

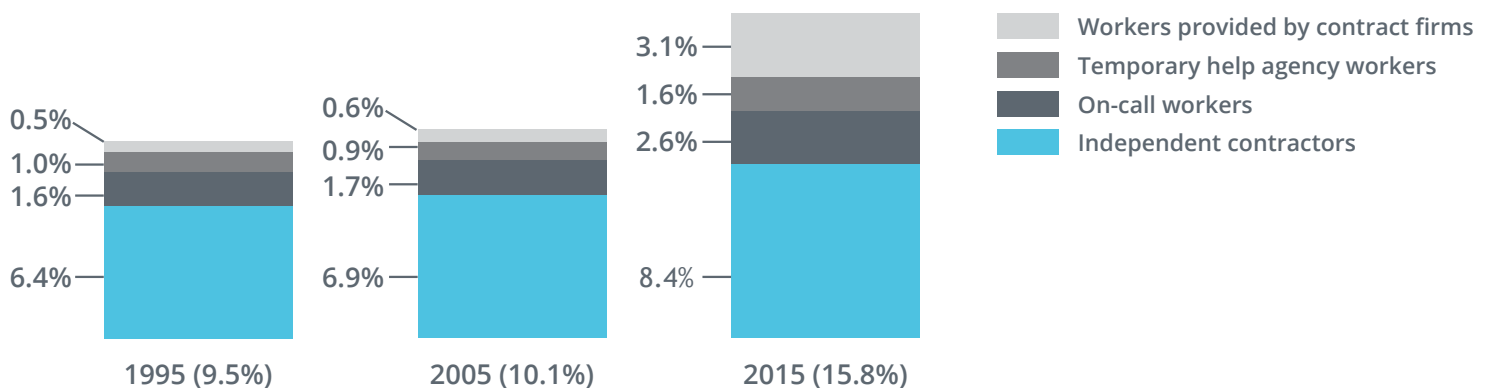
- Workers with their main job as an alternative work arrangement increased from 10.1 to 15.8 percent of all workers over the past decade, with the largest increase being seen in contracted workers (Katz and Krueger, 2016). See Figure 1 below.

- Through a combination of business cycles and workers' changing ideals, there are cycles in entrepreneurial activity. There is typically growth in sole proprietorships/ entrepreneurship during a recession as people creatively pursue an income, which eventually declines as more workers return to traditional employment.

- The largest increase in the share of workers employed in alternative work arrangements as their main job is among workers over the age of 55. The percentages of women and Hispanic workers employed in an alternative work arrangement have also increased substantially (Katz and Krueger, 2016).

- Jobs in the gig economy may lack health insurance, retirement plans, guarantee of a specific income, and other benefits; also, a gig economy worker is typically considered an independent contractor and not an employee, thus not covered by various labor laws. However, many people value on-demand work opportunities for the flexibility and the opportunity presented through low operating costs, or for the option to work part-time as a retiree or student.

Figure 1. Breakdown of the Gig Economy in the United States



*Percentages may not total due to rounding. Source: Data based on Katz and Krueger's 2016 analysis

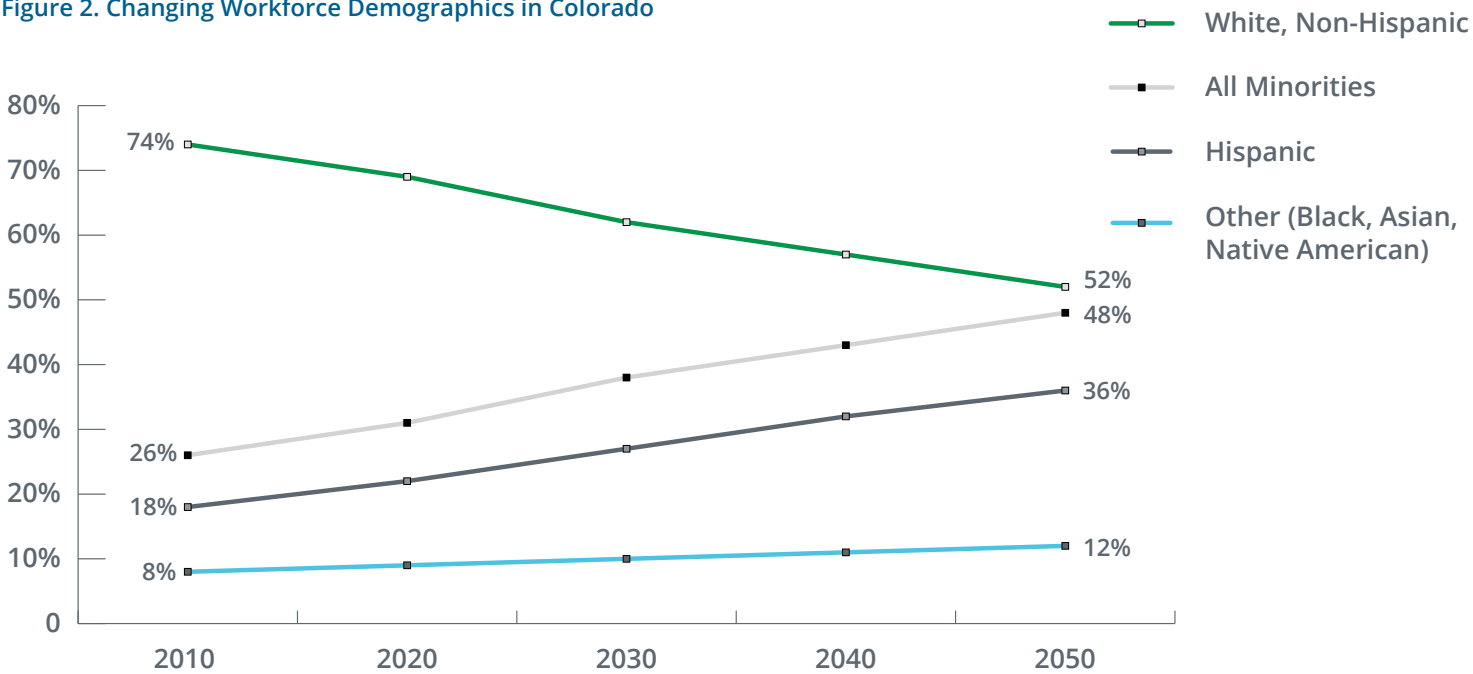
THE FUTURE OF TALENT

● In various regions of the state, there is a relatively strong economy with low unemployment rates and growing job opportunities, and educated newcomers continue to move to the state. It is important to understand how changing demographics have the power to impact characteristics of our future workforce.

● The racial and ethnic composition of our state’s population is experiencing dramatic shifts—by 2050 our workforce will near a 50 percent balance between our majority and minority populations. Why does this matter? We have significant disparities in education levels between the majority white non-Hispanic adult population and Hispanic, black, and Native American populations—so much so that if we do not see continued improvement in educational attainment levels, we will see declines in the education levels of our adult population. This is not just an “education” issue, but a “workforce” issue.

By 2050, our workforce will near a 50/50 balance between our majority white and minority populations.

Figure 2. Changing Workforce Demographics in Colorado

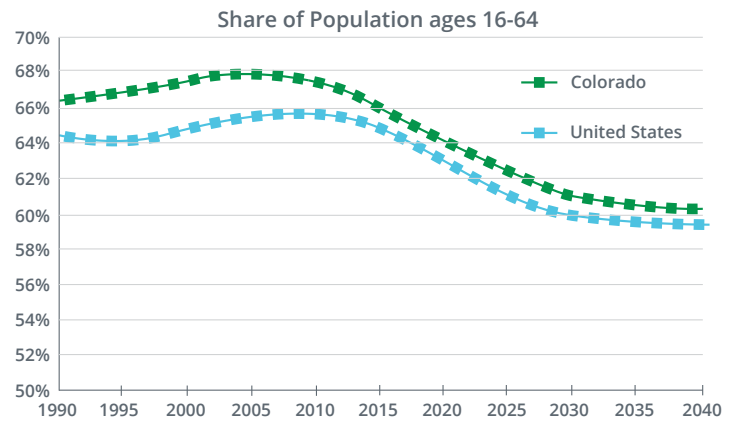


Source: Based on Colorado State Demographer’s population projections

- The total labor force participation rate will continue to decline as aging baby boomers exit the labor force.
- The labor force in Colorado will continue to increase in size, but at a slower rate than historical growth. By 2040, the labor force will be larger in number, older, and include a larger share of females. It will also be smaller relative to the total population it supports.

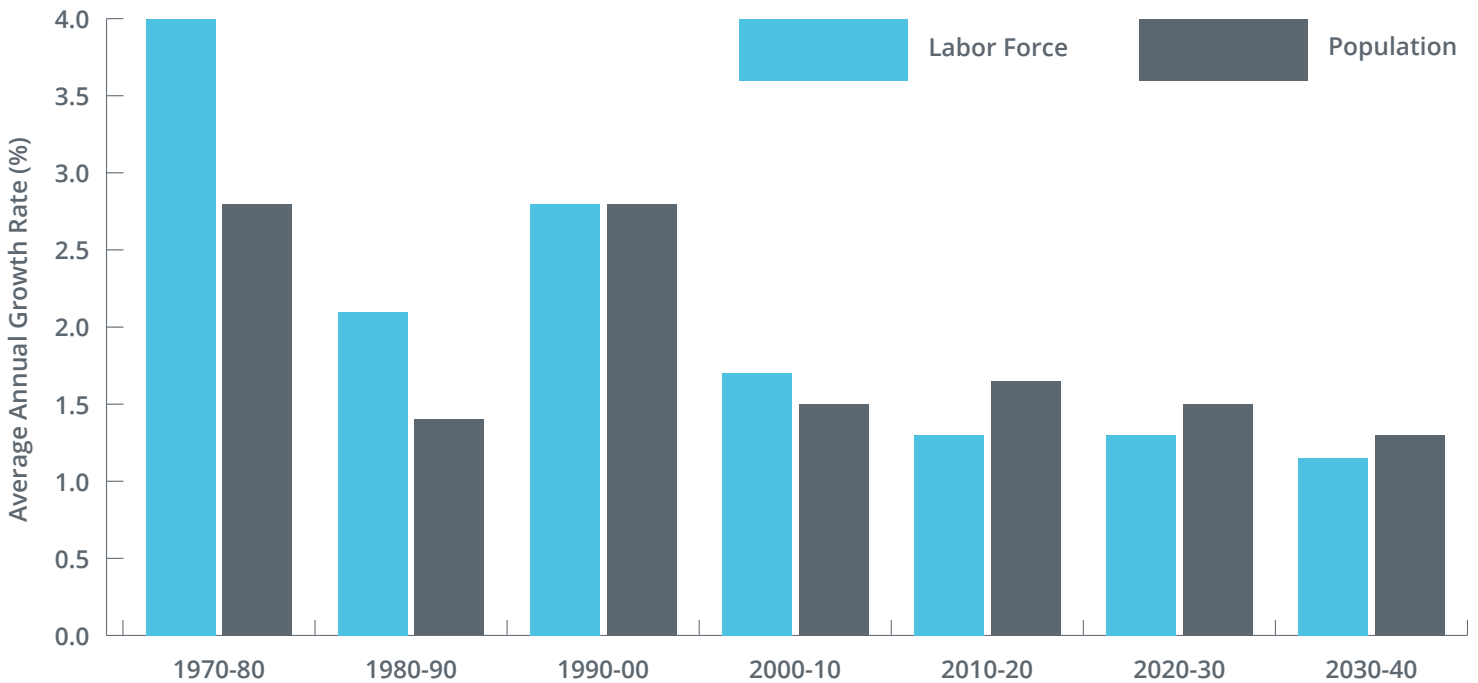
While we've had a younger population than the nation in recent years, the aging of the Baby Boomers will change Colorado's age distribution rapidly. We are increasingly looking more like the nation.

Figure 3. The Change in Age Distribution in Colorado



Source: Colorado State Demographer

Figure 4. The Growth Rate for the Colorado Labor Force

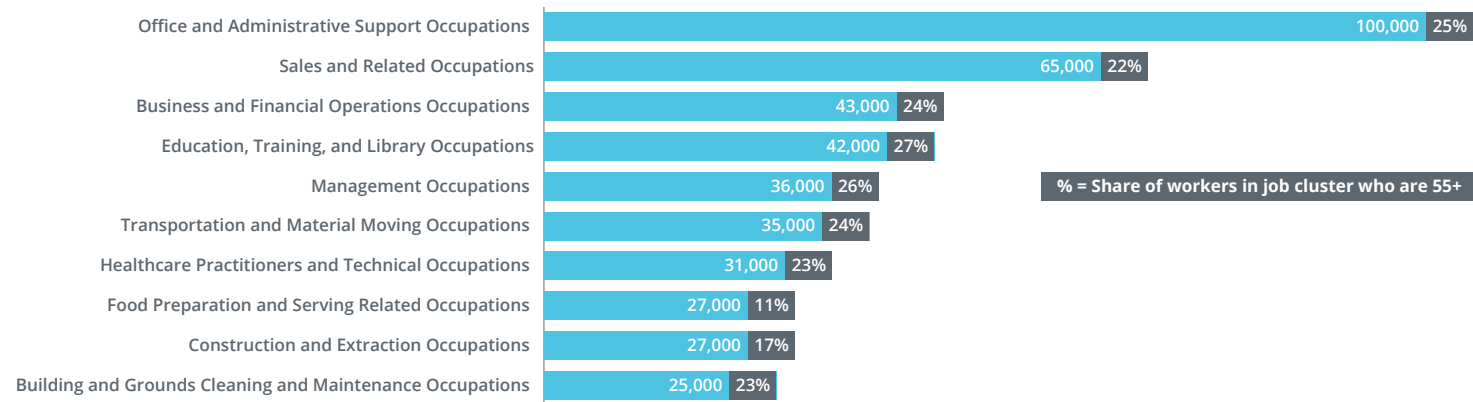


Source: Colorado State Demographer

The Colorado labor force will continue to grow, but at a much slower rate than historical growth.

- Certain occupation clusters have high numbers of workers nearing retirement, including:
 - Office and administrative support occupations (100,000 workers, or 25 percent of workers in this occupation cluster)
 - Sales and related occupations (65,000 workers, or 22 percent of workers in this occupation cluster)
 - Business and finance occupations (43,000 workers, or 24 percent of workers in this occupation cluster)
 - Education, training, and library occupations (42,000 workers, or 27 percent of workers in occupation cluster)

Figure 5. Occupation clusters with the largest number of workers who are 55+

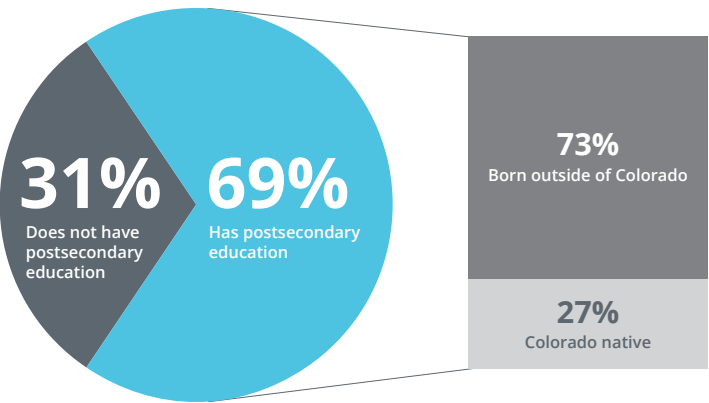


Source: EMSI 2016.3

WHAT ABOUT THE COLORADO PARADOX?

- For many years, policy leaders and others misleadingly used the term “Colorado Paradox” as a way to describe the fact that Colorado ranked high in percentage of adults with postsecondary credentials, but low in the education attainment of its own students.
- Colorado attracts a highly educated population and consistently ranks as one of the top states to do so. It is also true that the majority of educated workers in Colorado were not born in Colorado; however, the majority of all adults (70 percent) were not born in Colorado.
- The education levels of Colorado-born adults are actually higher than education levels typically seen across all states for native-born adults who remain in their state of birth. Adults with higher levels of education tend to have more geographic mobility (explaining in part why people who move across state lines tend to be well-educated), so we have done relatively well in continuing to be an attractive place to live for our educated Colorado-born population. Ultimately, we need to have an infrastructure that keeps Colorado attractive to any skilled workforce no matter where they are born, ensuring quality and alignment between education and work opportunities, and a high quality of life.

Figure 6. Education Levels by Place of Birth



Source: U.S. Census Bureau; 2015 American Community Survey, 1-year estimates

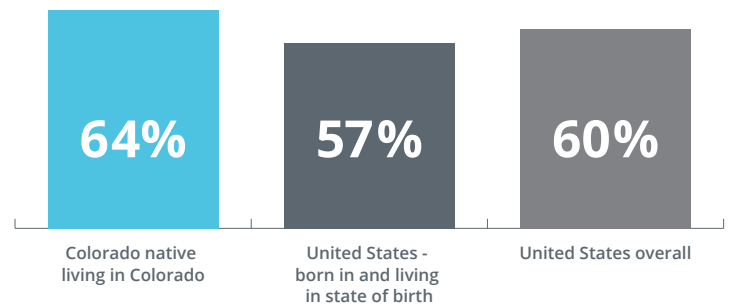
More than 70 percent of Colorado adults with education beyond high school were not born in Colorado. Overall, 70 percent of Colorado adults were not born in Colorado.

What is the issue at play in terms of educating talent in Colorado? Much of the challenge is in our changing demographics. As we have discussed in previous reports, Colorado—like most states—has an educational pipeline with numerous leaks, from on-time high school graduation through college enrollment and graduation. Unfortunately, like the rest of the nation, the leaks are far more pronounced for Hispanic, black, Native American, and low-income youth. With such a large and growing young Hispanic population, the impact of these inequities will continue to increase and be manifested in disparate education levels of our future adult population, unless we make changes in student success rates today. In our current adult populations, the gap already exists—54 percent of non-Hispanic white adults have a college degree, while 21 percent of Hispanic adults have a college degree (U.S. Census Bureau, 2015).

COLORADO'S TO DO LIST:

1. GROW OUR OWN TALENT
2. ATTRACT THE BEST TALENT
3. RETAIN TALENT

Figure 7. Percentage of Adults with Some College Experience and Above for Colorado Natives, Other States' Natives, and Overall United States

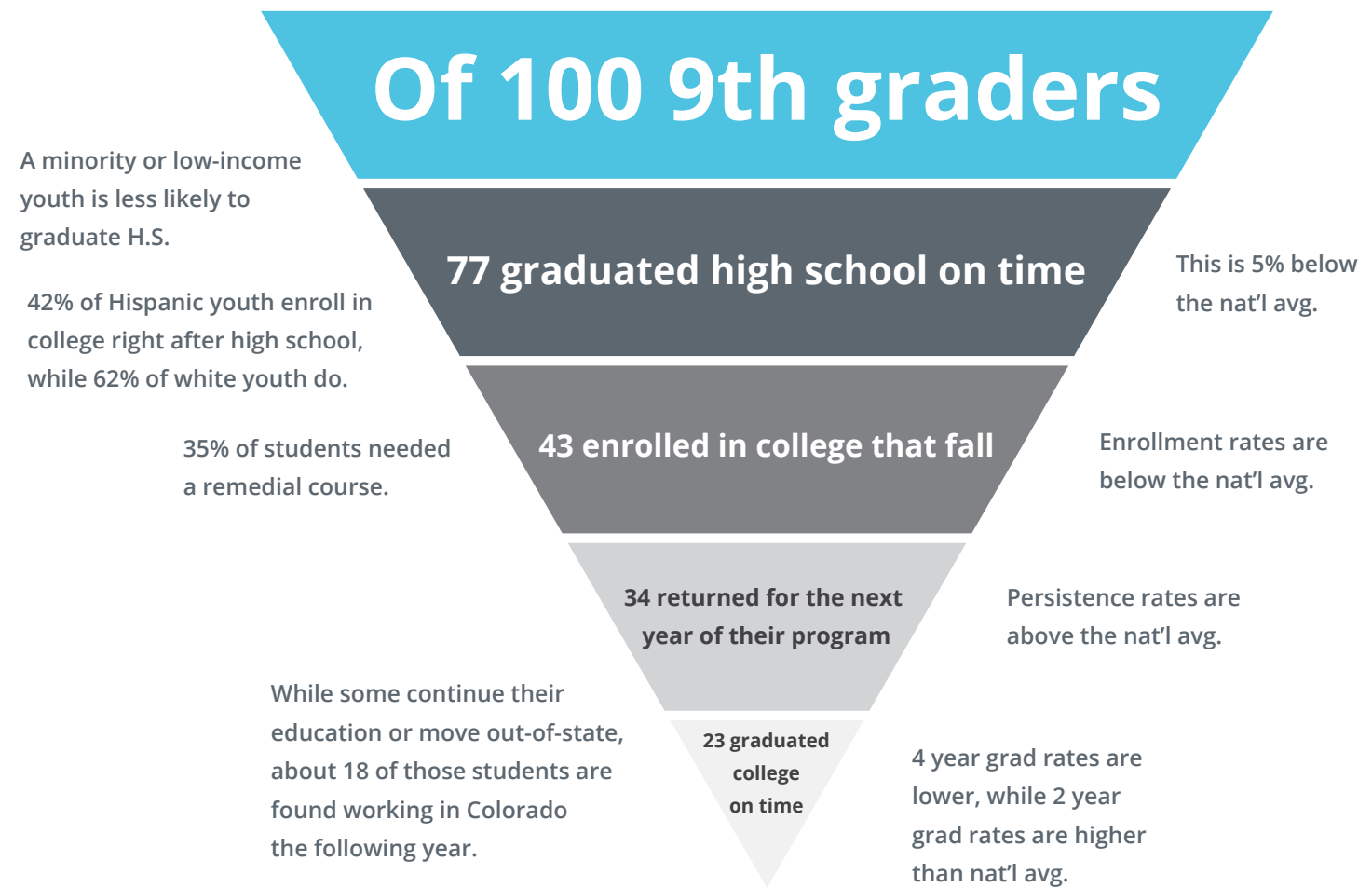


Source: U.S. Census Bureau; 2015 American Community Survey, 1-year estimates

We need to stay attractive to both businesses and our workforce, through maintaining features such as access to a high quality of life, vibrant communities and natural amenities.

The above serve as examples of factors that rank high per the Office of Economic Development and International Trade (OEDIT) business and talent surveys.

Figure 8. The K-12 - College Talent Pipeline in Colorado



While only 56 percent of high school graduates immediately enroll at a community college or university, a higher share of the adult population has at least some college experience. This differential is due to multiple factors, including the impact of Coloradans who matriculate into college as adults (about 40 percent of undergraduate students are over the age of 25) or obtain credentials through private occupational schools.

What about other pathways to success? Colorado does not have complete information about how our students are progressing through educational and training options outside the path of attending a college or university. There are many other postsecondary training options, including the military or work-based training and industry certification programs, which develop an individual's skills and lead to employment.

We know that there are many in-demand jobs that rely on apprenticeships and work-based learning to develop their talent (see the complete top jobs list in the Appendix, for example), and many more in-demand jobs that could etch out similar articulated training pathways. For many of these opportunities, information for students and counselors is not readily and systematically available. A comprehensive state resource providing such information could help streamline and strengthen these pathways.

For more data updates on education and employment throughout the year, visit our [data dashboard](#).

THE IMPACT OF POSTSECONDARY EDUCATION

- As of July 2016, Colorado continues to see one of the lowest unemployment and underemployment rates in the nation, at 3.4 percent and 7.3 percent, respectively. The underemployment rate (that is, people who are involuntary part-time workers or whose skills are not being fully utilized in their current position) is the lowest it has been since 2007, prior to the Great Recession.
- Unemployment varies depending on education level. Among individuals with higher education levels, there tends to be a low unemployment rate and a higher rate of participation in the labor force, as well as a higher earnings potential. Among workers with less than a high school diploma the rate is similarly low in this Colorado dataset, but this is likely due to this segment being marginally engaged in the workforce, with low participation rates and lower skill levels. Their engagement is less stable, with many workers entering the workforce in low paying, low skill positions seasonally, whether it is their preference or not. This is also a much smaller segment of the state population, so shifts in behavior show up more dramatically in the data.

Table 1. Comparison of Unemployment Rates

	Unemployment Rate (U-3)	Underemployment Rate (U-6)
Colorado	3.4%	7.3%
Arizona	5.7%	11.3%
Utah	3.8%	7.8%
Washington	5.7%	10.7%
United States	5.0%	9.9%

Source: Bureau of Labor Statistics, 2016. 3rd quarter of 2015 through 2nd quarter of 2016 averages.

Colorado's unemployment (3.4%) and underemployment (7.3%) rates are some of the lowest in the country.

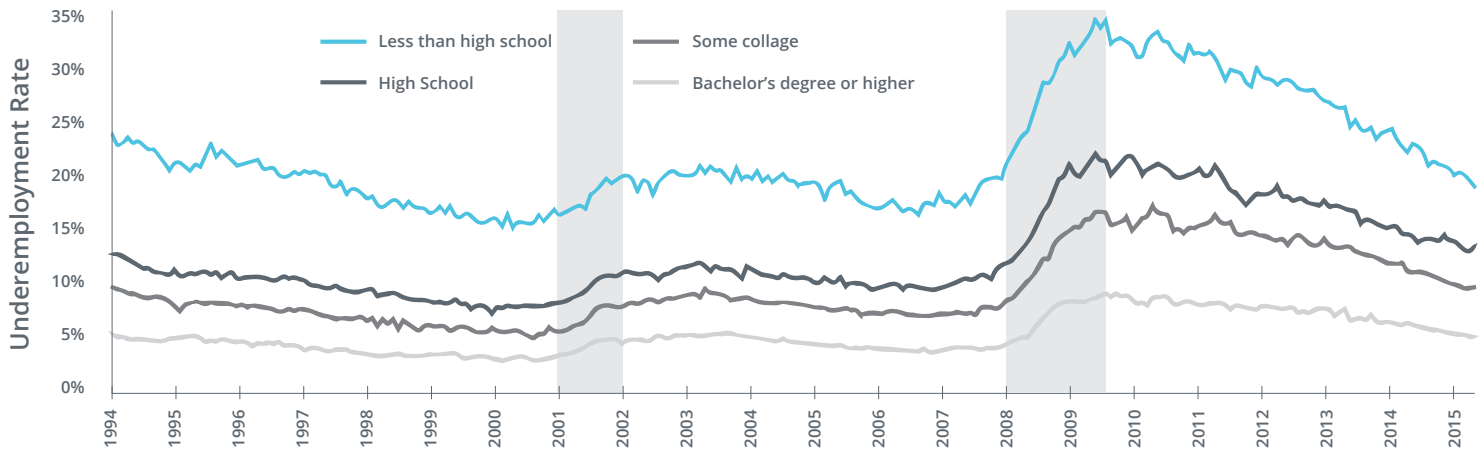
Table 2. Colorado and National Employment Statistics by Education Levels

Educational Attainment	Labor Force Participation Rate - CO	Labor Force Participation Rate - US	Unemployment Rate (U-3) - CO	Unemployment Rate (U-3) - US	Median Earnings - CO	Median Earnings - US
Less than a high school diploma	52.1%	45.4%	2.5%	8.0%	\$25,304	\$21,320
High school graduate or equiv., no college	59.5%	57.2%	4.2%	5.4%	\$31,280	\$29,004
Some college or associate degree	65.2%	66.6%	2.9%	4.5%	\$35,392	\$34,377
Bachelor's degree	71.7%	74.4%	2.2%	2.6%	\$50,196	\$50,930
Graduate or professional degree					\$63,270	\$67,286

Source: For labor force participation and unemployment rates - Current Population Survey, 2016. For median earnings - U.S. Census Bureau; 2015 American Community Survey, 1-year estimates.

- Underemployment rates are still typically lowest for workers with the most education ([Economic Policy Institute analysis](#) of Bureau of Labor Statistics CPS monthly microdata). While not a new phenomenon, it is also not unusual for recent college graduates to have elevated levels of underemployment in comparison to the greater college educated population, as it may take some time for them to transition into a career (Abel & Deitz, 2016; Abel, Deitz & Su, 2014).

Figure 9. Underemployment Rate of Workers by Education Level in the United States, 1994-2015



Note: Shaded areas denote recessions.

Definition: Underemployment is measured to correspond to the Bureau of Labor Statistics' U-6 measure as "total unemployed, plus all persons marginally attached to the labor force, plus total employed part time for economic reasons, as a percent of the civilian labor force plus all persons marginally attached to the labor force." Underemployment is seasonally adjusted.

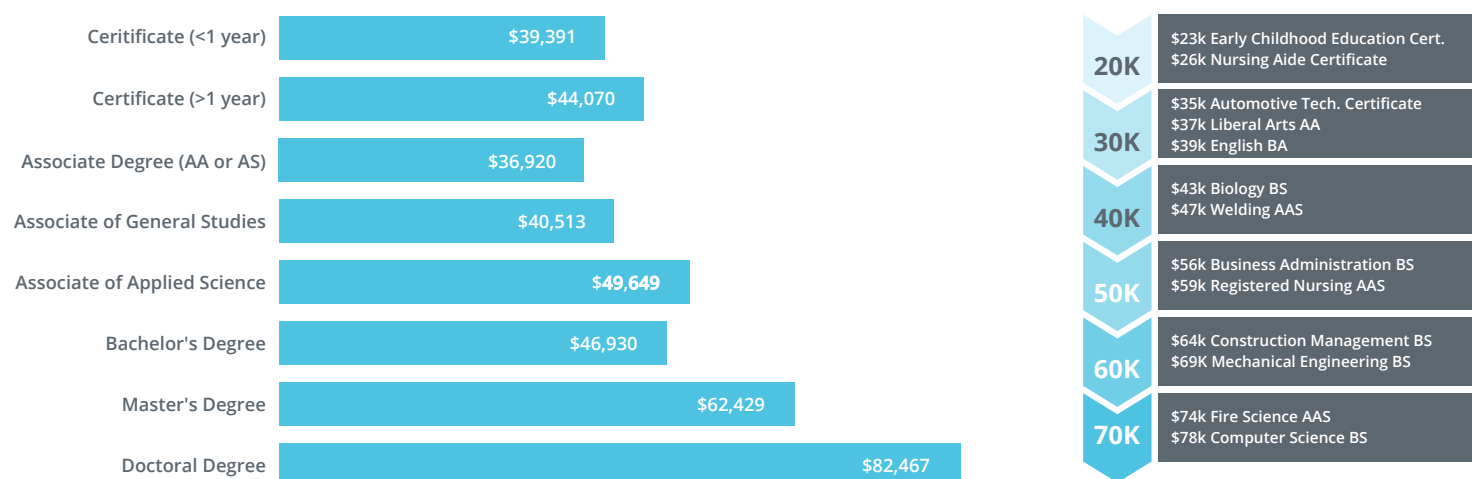
Source: EPI analysis of Bureau of Labor Statistics basic CPS monthly microdata

- Digging deeper, median earnings outcomes vary depending on college credential and major. Postsecondary credentials with high market value can be found at all levels, but what individuals study influences their initial earnings potential. While higher earnings are not the only benefit of postsecondary education, with students assuming a larger share of educational costs in recent years, this piece of the decision-making process is probably of greater interest to students and families than ever before.

What is Postsecondary Education?

Educational options following successful graduation from high school (or high school equivalency) include, but are not limited to: certificate program, degree program, military training, or apprenticeship program.

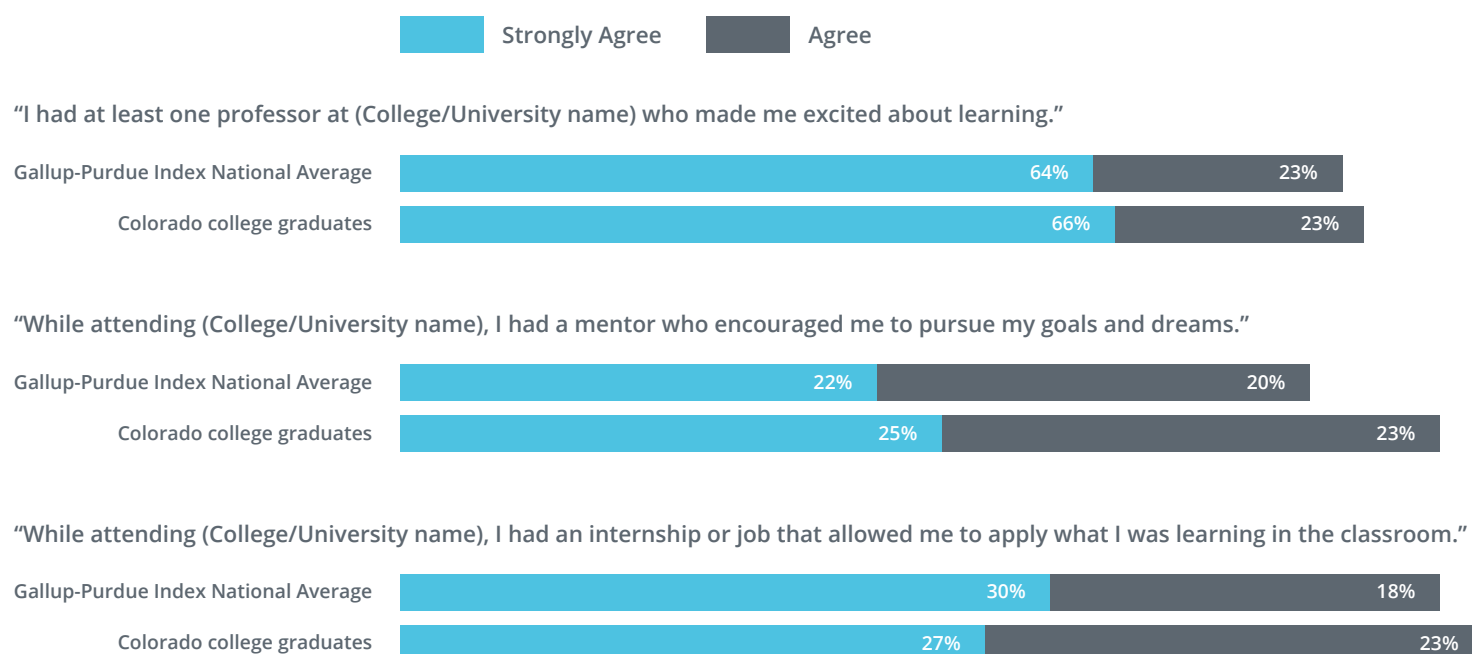
Figure 10. What You Study Matters: Median Earnings 5 Years Following Graduation



Source: Colorado Department of Higher Education

- More than just preparation for earnings potential, furthering one's education provides benefits in other life skills and fulfillment. Recent studies have explored the relationship between certain positive experiences during college and subsequent success in the work environment. Students have the opportunity to interact with educators who make them excited about learning and serve as mentors, and gain the skills to garner positive social and emotional well-being throughout their lives. Research shows that if graduates received emotional support, mentorship, and participated in experiential learning opportunities while in college, their odds of being engaged at work are significantly higher (Gallup-Purdue, 2015).

Figure 11. Important Factors Influencing College Graduates' Later Engagement at Work and Well-Being



- As already noted, apprenticeships are valuable postsecondary training opportunities, offering a pathway to a profession integrating experiential, on-the-job training with classroom instruction rather than relying solely on an academic education and/or examination. Colorado has initiatives underway and is increasing apprenticeship opportunities, though misperceptions still exist—for example, that they are never paid or that they preclude one from pursuing a college degree. From an economic standpoint, countries that have abundant apprenticeship training opportunities also have lower youth unemployment rates (Bilem, Petanovitsch & Schmid, 2015).
- Apprenticeship systems benefit both apprentice and employer. They allow employers to train a skilled labor supply and to vet candidates as they are being trained toward full employment, increasing productivity and reducing recruiting costs. The benefits for workers are also notable, as the U.S. Department of Labor (2013) reports that the average annual wage for apprenticeship completers was \$50,000 in 2011. In Great Britain, apprenticeship completers earn an average weekly wage 10 percent higher than that of peers and are more likely to be employed (Centre for Economics and Business Research, 2013).

TOP JOBS IN COLORADO

WHAT IS A TOP JOB?

This report uses labor market data from Colorado’s Office of Labor Market Information at the Colorado Department of Labor and Employment to identify jobs that meet three criteria: **projected high annual openings, above average growth rates, and offer a living wage**. The jobs in this report are categorized into two earnings tiers, as we know there are many essential jobs that may not typically pay a higher wage, but are in high demand and/or could lead to a higher paying in-demand job.

- The first tier includes jobs that have median earnings at or above a living wage for a family with two adults (one working) and one child (\$22.90/hour).

- The second tier adds in jobs that meet a lower living wage benchmark for an individual (median earnings of \$11.33/hour).

This report recognizes that there are jobs that do not exist today that will be in high demand in the future. Overall, these top jobs represent about 36 percent of all annual job openings in Colorado.

TOP JOBS BY OCCUPATION GROUP

Please see this report’s Appendix for a complete list of occupations.

Table 3. Tier 1 Occupation Examples

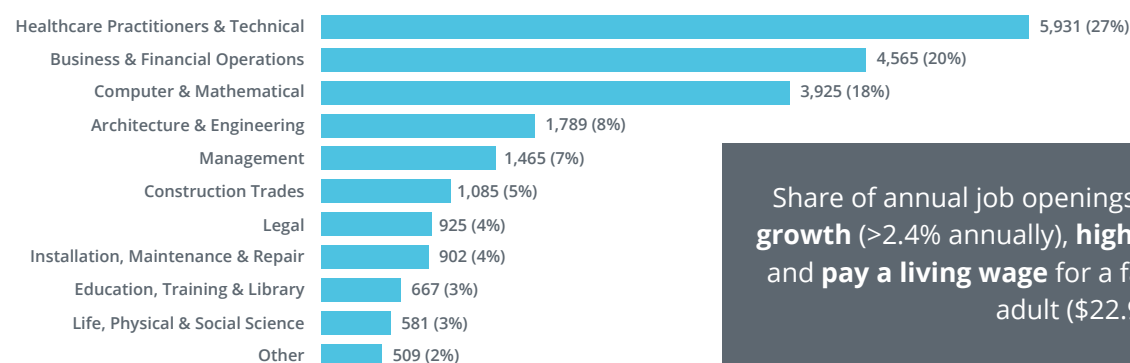
Engineering	Business & Finance
Civil Engineers	Accountants and Auditors
Mechanical Engineers	Market Research Analysts/Marketing Specialists
Computer Hardware Engineers	Cost Estimators
Electrical Engineers	Training and Development Specialists
Healthcare Practitioners & Technical	Information Technology (IT)
Registered Nurses	Software Developers
Pharmacists	Computer User Support Specialists
Physician Assistants	Computer Systems Analysts
Dental Hygienists	Network/Computer Systems Administrators

Table 4. Tier 2 Occupation Examples

Skilled Trades	Office & Administrative Support
Electricians	Customer Service Representatives
Construction Equipment Operators	Receptionists/Information Clerks
Plumbers, Pipefitters, Steamfitters	Medical Secretaries
Carpenters	Billing and Posting Clerks/Machine Operators
Healthcare Support	Education, Social Services
Nursing Assistants (CNA)	Teacher Assistants
Home Health Aides	Preschool Teachers
Medical Assistants	Education, Guidance and Vocational Counselors
Licensed Practical Nurses	Mental Health Counselors

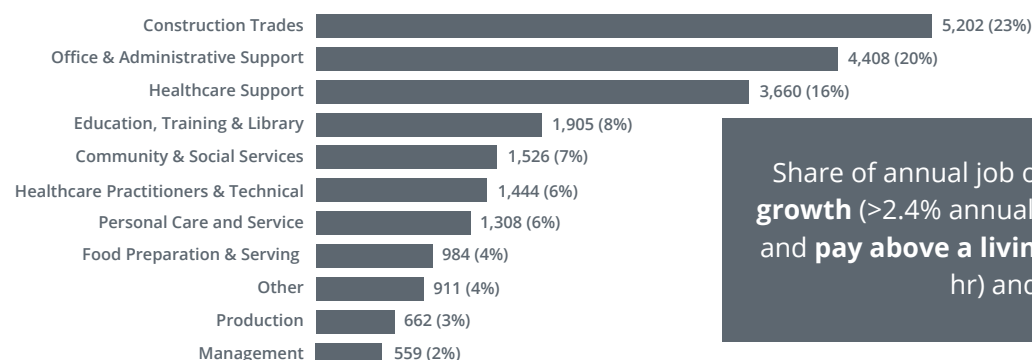
Much like recent years, the higher paying tier 1 annual job openings are largely concentrated in **healthcare practitioners and technical, business and finance, IT, and engineering occupations**. Tier 2 job openings are largely concentrated in **construction, office and administrative support, healthcare support, and education occupations**. Of the 79 occupations on this list, 65 carried over from the previous year (for more information on the specific occupations that did not carry over from last year due to changes in projected growth rates and/or annual openings, please reference this report's Appendix).

Figure 12. Tier 1 Top Jobs – Share of Projected Job Openings by Occupation Cluster



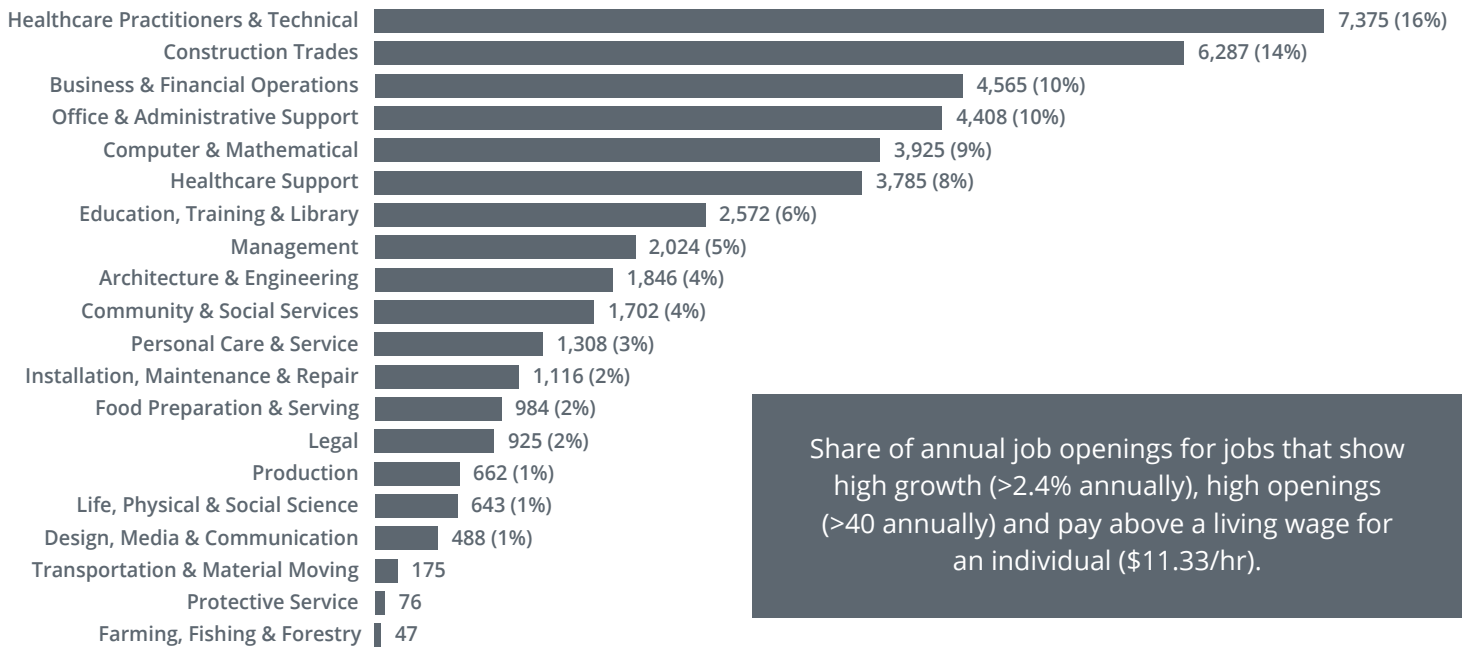
Share of annual job openings for jobs that show **high growth** (>2.4% annually), **high openings** (>40 annually), and **pay a living wage** for a family of 3 with 1 working adult (\$22.90/hr).

Figure 13. Tier 2 Top Jobs - Share of Projected Job Openings by Occupation Cluster



Share of annual job openings for jobs that show **high growth** (>2.4% annually), **high openings** (>40 annually), and **pay above a living wage** for an individual (\$11.33/hr) and below \$22.90/hr.

Figure 14. All Top Jobs - Share of Projected Job Openings by Occupation Cluster

**STEM in Top Jobs**

(Brookings STEM Definition)

75% of tier 1 job openings are considered STEM
 12% of tier 2 job openings are considered STEM
 44% of all top job openings are considered STEM

Where are Most of the STEM Top Jobs?

Healthcare Practitioners & Technical
 Information Technology (IT)
 Finance
 Construction Trades
 Engineering

TOP JOBS BY EDUCATION LEVEL

In-demand jobs that show high growth and pay above a living wage to support a family of three overwhelmingly require formal education or training beyond high school for entry into the field. When measured by job openings, 97 percent of jobs on the tier 1 list typically demand some level of formal postsecondary education/training, ranging from formal employer-sponsored training and coursework (that usually lead to industry certification) to graduate-level degrees. Seventeen percent of these job openings are for middle skill jobs—a job that typically requires additional formal education or training after a high school diploma, but less than a bachelor’s degree—in fields like IT, healthcare and the skilled trades. This analysis relies on the Bureau of Labor Statistics’ definition of typical entry education requirements for each occupation; certainly workers within an occupation embody a range of education and training levels, and occupational requirements can also shift due to changes in complexity, perception, or licensure regulation, for example.

For in-demand jobs that show high growth and pay above a living wage for one person, but below a living wage for a family of three, less than half (44 percent) typically require formalized postsecondary education/training for entry into employment. For jobs that call for formalized education and/or training beyond high school, most are considered middle skill jobs. Middle skill jobs on this list are concentrated in the skilled trades and healthcare support occupations. Here, occupations that expect a bachelor’s or graduate degree tend to be in education, counseling, or social services. Though, clearly, there are many in-demand job opportunities for workers that pay lower wages and require less education.

OJT, or on-the-job training, has three categories as defined by the Bureau of Labor Statistics. Short-term OJT—skills can be acquired during 1 month or less of OJT experience and informal training (e.g. retail salesperson). Moderate-term OJT—1 to 12 months of OJT experience and informal training (e.g. transit bus driver). Long-term OJT—More than 12 months of OJT or combined OJT experience and formal classroom instruction (e.g. power plant operator or air traffic controller).

Figure 15. Tier 1 Top Jobs - Share of Job Openings by Typical Education Needed for Entry

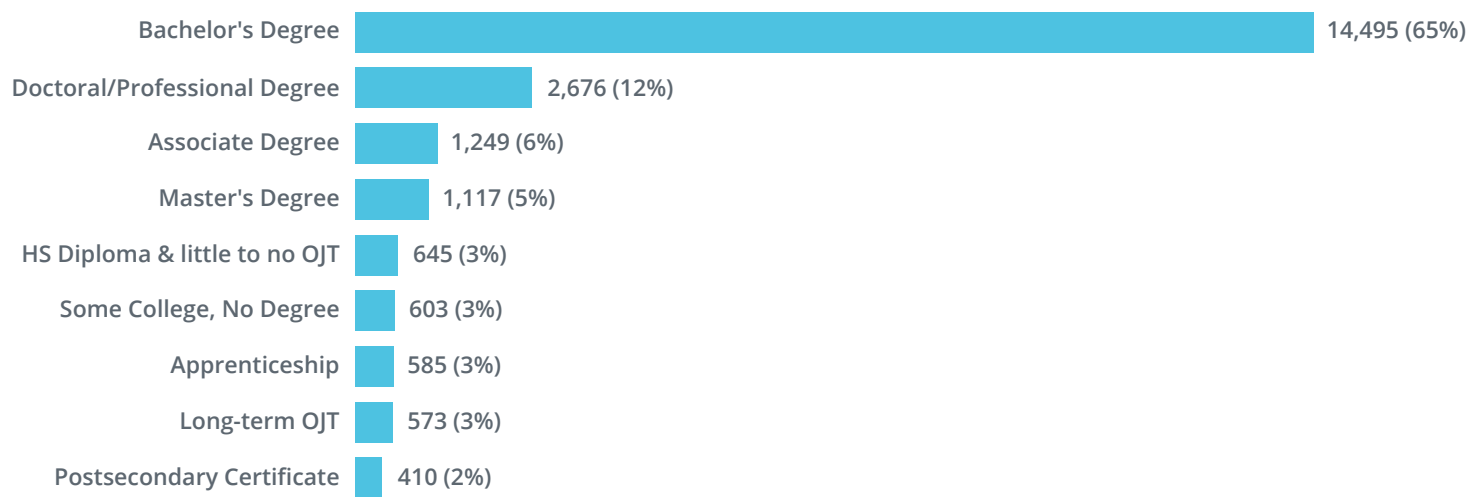
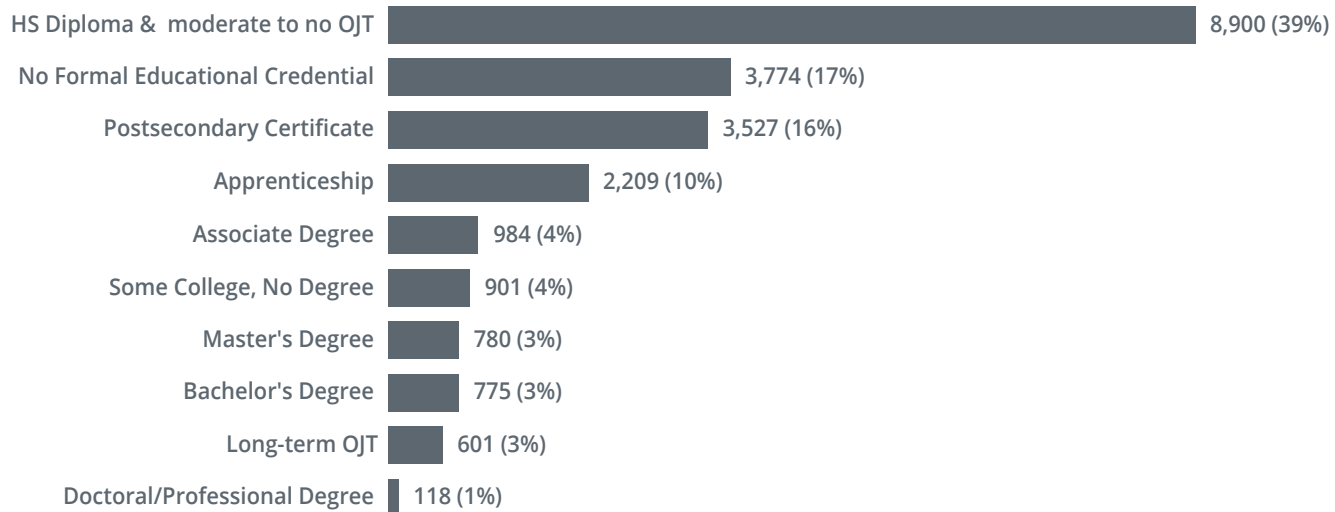
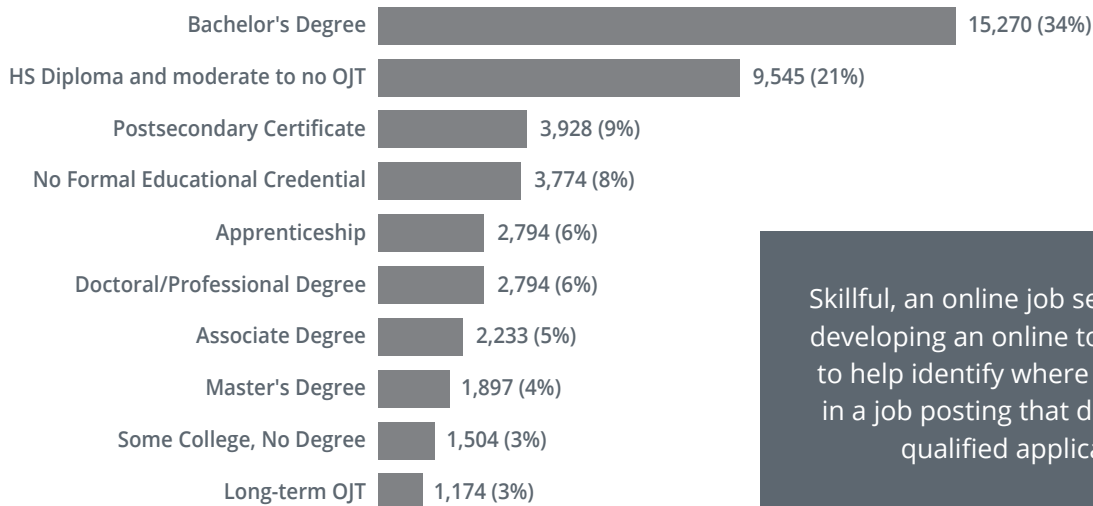


Figure 16. Tier 2 Top Jobs - Share of Job Openings by Typical Education Needed for Entry



70 percent of job openings across both tiers of top jobs typically require some level of formalized postsecondary education or training.

Figure 17. Top Jobs - Share of Job Openings by Typical Education Needed for Entry



Skillful, an online job seeker platform, is currently developing an online tool that employers can use to help identify where there may be gender bias in a job posting that dissuades a wider range of qualified applicants from applying.

- Some industries may be missing out on talent opportunities for jobs where certain demographic groups tend to be underrepresented. With nearly half of our workforce being female and a growing minority population, we have multiple talent sources to further nurture and tap into. Ultimately, all people should have the opportunity to get on a good career path, but some fields may benefit by implementing intentional recruitment strategies to fulfill talent needs.

Additional supply (postsecondary credential completions)-demand (projected job openings) analysis is planned. There is also opportunity to further examine top jobs, the jobs that lead to top jobs and the competencies needed to succeed in these occupations.

NURTURING TALENT FOR TOP JOBS

Legislation has been enacted in recent years to better link education with workforce demand.

HB 16-1289 CAREER DEVELOPMENT SUCCESS PILOT PROGRAM

The 2016 legislation ([HB 16-1289](#)) will help increase the number of high school graduates prepared for high demand fields or pathways toward such fields. The new law provides for school districts to receive incentives based on the number of students who complete qualifying career and technical education programs such as industry credential programs or pre-apprenticeships that are aligned with high demand, high growth occupations. A list of approved programs was informed by the high growth, high demand occupations that this report analyzes, and can be found on the Colorado Workforce Development Council's [website](#). Please see this report's Appendix for additional information regarding program requirements.

HB 15-1170 POSTSECONDARY AND WORKFORCE READINESS

A 2015 bill (HB 15-1170) created a statewide postsecondary and workforce readiness (PWR) position, filled in December 2015, is shared between the Colorado Workforce Development Council and the Colorado Department of Education. The PWR coordinator works to support and leverage sector partnerships, career pathways, and work-based learning as key strategies to improve postsecondary attainment by Coloradans and ensure education programs are aligned with the needs of the labor market. The Departments of Education and Higher Education have collaborated to update the definition of postsecondary and workforce readiness. The PWR coordinator is tasked with supporting the implementation of the updated definition and accompanying PWR framework. A summary of initial accomplishments of the PWR coordinator are provided in the Appendix.

IN-DEMAND SKILLS

Policymakers, educators, students, and parents are seeking to better understand in-demand, employer-sought skills. A concrete answer is challenging to deliver, as occupations require a wide array of technical skills, and even the same occupation across different industries can require certain areas of specialization that broad assessments do not adequately depict. And that does not consider how quickly skills and occupations can change in our fast paced world. This section uses current data resources to present trends in skills that Colorado employers value today.

Table 5 shows the skills that were most commonly referenced in online job postings. Interestingly, when young workers were surveyed on the most important skills they think they need for a successful career, they note some of the same skills—that is, time management, oral communication, teamwork, critical thinking, and job-specific technical skills (Infosys, 2016).

Table 5. Most Commonly Posted Professional Competencies in Colorado Job Postings

Oral and written communication
Detail oriented
Integrity
Customer service oriented
Problem solving
Creativity
Team-oriented, teamwork
Self-starting / Self-motivated
Work independently
Organizational skills

Source: Wanted Analytics, Aug. 2015-2016 job postings

See this report's Appendix for the most frequently posted professional and technical competencies by occupation cluster for the jobs that are on our "top jobs" list.

Research has found that certain professional competencies may be more effectively acquired through work-based learning opportunities. Work-based learning shows a comparative advantage in developing skills such as trustworthiness, teamwork, and reliability. School-based learning shows a comparative advantage in developing analytical thinking and the joy of learning (Bolli and Renold, 2015). Experiential academic courses also have the potential to increase collaborative skills, self-confidence, and creativity, although participants must also have a level of openness to new experiences and reflection in order to experience benefits (Victor, 2013).

Ensuring students are prepared and have the in-demand skills to enter the workforce is an essential strategy to meeting needs of employers in Colorado. At the secondary level, the goal is for all students to understand and articulate their individual skillset, how they relate to potential careers and jobs, and graduate from high school with these in-demand skills. Colorado industry representatives are clear that students who graduate from high school and seek to work in Colorado need in-demand skills that meet business, industry, and higher education standards. Aligned high school graduation expectations are intended to be a roadmap to help students and their families plan for success after high school by demonstrating their knowledge, skills, and abilities to enter the workforce, military, or higher education without significant training or remediation.

Obviously, graduating from high school with the competencies needed for future success is critical for all students. A discussion among statewide participants from business and industry, education, non-profit organizations, and government sectors developed a description of Postsecondary and Workforce Readiness (PWR) in Colorado that was approved by both the State Board of Education and the Commission on Higher Education. The work group also identified core skills that are necessary to successfully enter the workforce or educational opportunities beyond high school. The group's findings align well with skills that most frequently appear in real-time job postings—each of the top 10 skills listed in job postings can be found in the table below.

Table 6. Essential Skills Needed for Workforce or Educational Opportunities Beyond High School Defined by 2015 Workgroup

Entrepreneurial	Personal	Civic/Interpersonal	Professional
Critical thinking and problem solving	Initiative and self-direction	Core academic foundation	Time management
Creativity and innovation	Personal responsibility and self-management	Collaboration and teamwork	Career literacy
Inquiry and analysis	Adaptability and flexibility	Communication	Grit and resilience
Risk taking	Personal awareness	Global and cultural awareness	Work ethic; dependable and reliable
	Learn independently	Ethics and integrity	Self-advocacy
	Perseverance		

Globally, cognitive abilities such as cognitive flexibility, creativity, logical reasoning, problem sensitivity, mathematical reasoning, and visualization are becoming increasingly important across all industries, and require time and quality programming to develop (WEF, 2016). Colorado in particular has high levels of jobs demanding non-routine cognitive jobs (OSPB, 2014).

It is incredibly important for a student or jobseeker to learn how to articulate their skills through examples of past experiences or activities. Being able to self-advocate is critical to acing a job interview.

Postsecondary and Workforce Readiness is: "Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens."

PUTTING POLICY INTO PRACTICE

It is important to continue establishing efficient and effective means of developing skilled talent so that employers can find the quality workforce they need to be competitive. While this report focuses on solutions for Colorado, this issue extends globally, as evidenced by the World Economic Forum's recent (2016) emphasis on the need for cross-industry and public-private collaboration to address talent issues. Creating systemic change requires public-private partnership to establish functional feedback loops between industry and education, and using resources wisely to get the desired results. This section provides an overview of various programs and initiatives supporting talent development currently underway in Colorado.

SECTOR STRATEGIES: A KEY TO INDUSTRY-LED TALENT SOLUTIONS IN COLORADO

Colorado is a national innovator in sector strategies—with the launch of our next generation approach to sector partnerships in 2013, Colorado helped to elevate the value of this strategy nationally. In 2014, the federal Workforce Innovation and Opportunity Act (WIOA) identified sector strategies and industry-led career pathways as key strategies that states and local areas must implement for workforce development. Since then, Colorado has been recognized and used as a model for other states by national experts and the Employment and Training Administration. A recent example is an action guide published by the ETA in June of 2016.

SECTOR PARTNERSHIPS IN COLORADO

A sector partnership is an industry-specific regional partnership that is led by business, in collaboration with economic development, education, and workforce development and formed to address specific priorities and needs as identified by business.

Sector partnerships are benefiting Coloradans and Colorado

businesses. The annual Key Performance Indicator survey measures the impact of partnerships across the state on job seekers and students as a result of better aligned community partners from workforce, education, and economic development, as well as the impact of the partnership on businesses. This section highlights the successes of partnerships across Colorado and their goals for the future, with additional information to be released in the coming months.

Colorado has **21 active and emerging sector partnerships** that engage over 450 businesses. These partnerships, representing five major industries, include the following:

- 11 health & wellness sector partnerships (2*)
- 7 advanced manufacturing sector partnerships (1*)
- 1 value-added agriculture sector partnership*
- 1 tree care (arborist) sector partnership*
- 1 tourism & outdoor recreation sector partnership*
- 1 statewide sector strategy in Information Technology (IT)

*Denotes the six sector partnerships that launched in the last 12 months, resulting in at least one sector partnership in every region of the state.

WHAT ARE THE BENEFITS FROM SECTOR PARTNERSHIPS?

Colorado sector partnerships enable community partners from workforce, education, and economic development to better meet the talent development needs of businesses. Ultimately, the systems and programs involved in Colorado sector partnerships will benefit students and job seekers. Over the past year, Colorado sector partnerships reported the following outcomes¹ :

The examples on the next page illustrate how sector partnerships address employer needs in critical occupations

1 Key Performance Indicator survey completed in August, 2016. Based on responses from 21 active or emerging sector partnerships.

- 86% Implemented shared projects across partners
- 86% Experienced joint decision-making across partners
- 81% Increased collaboration across partners on talent development
- 81% Increased participation by businesses
- 81% Shared data across partners
- 76% Increased participation from partners in education, training, and workforce development
- 71% Increased student/jobseeker awareness of education and training programs
- 67% Enhanced existing or developed new education program(s)
- **62%** Increased alignment across secondary, postsecondary, and/or workforce programming

The Southern Colorado Healthcare Sector Partnership is addressing employers' high demand for nurses. Healthcare employers have increased financial and in-kind investments in two regional nursing programs (CSU-Pueblo and Pueblo Community College) resulting in more students entering and completing nursing programs.

The Upper Arkansas Health and Wellness Sector Partnership is working with the two largest hospitals in their region to establish training programs within the hospitals for CNAs and MAs, in order to meet the high demand for staff trained with the right skills.

The Southeast Colorado Manufacturing Partnership is raising awareness about manufacturing careers with youth, in order to create the talent pipeline needed for the future of manufacturing. They send over 800 6th, 7th and 8th graders on tours of manufacturing facilities every year.

Several manufacturing partnerships have stated specific goals around growing the number of businesses involved in the partnership and developing additional leaders.

Manufacturers from CAMA South write monthly articles for the local business journal to increase awareness about the industry and partnership.

The NoCO Manufacturing Partnership's Talent Committee is focused on developing the region's manufacturing workforce through aligning workforce, training, and education resources with the needs of the region's manufacturing industry. The Talent Committee's business leaders have partnered with 10 high schools and one middle school across four different school districts and two Workforce Investment Boards to:

- Inform the development of a regional career pathway map and career pathway action plan, informing curricular changes and articulation agreements.
- Create and host a joint Career and Technical Education (CTE) advisory board for local community college CTE programs and school districts in alignment with the Workforce Investment Boards.
- Engage 847 students in hands on learning experiences in 49 different local manufacturing facilities over a year and a half.

What businesses are saying about sector partnerships...



"This is a collaborative group that gets things done in our city and the space of the sector team provides a neutral environment that allows for both community health and business partnerships."

"I truly believe that I can get expert advice on a wide range of business issues from mentors that care about my success."

"Networking is an added benefit! With networking comes an increase in ideas and others know what your struggles are currently. Sometimes this leads to a (new business) partnership."



For businesses that received benefit from participating in a sector partnership...

42% formed new or enhanced joint ventures

36% implemented new recruitment practices

35% found support in finding employees with the skills and experiences their business needs

LOOKING FORWARD

We expect these successful partnerships to continue their work over the next year. Some of the activity that we will follow over the next year includes:

- The **Southern Colorado Manufacturing Group** (Pueblo) has a goal of increasing enrollment/participation in the middle and high school manufacturing programs in Pueblo City Schools and District 70 by a minimum of 25 percent.
- Through support of the Colorado Opportunity Scholarship Initiative (COSI), the **Region 5 Sector Health and Wellness Partnership** is focused on filling 89 unfilled nurse, nurse aides, and medical assistant positions in their four county region. They hope to raise \$91,000 by December 2016 and train 40 people in two years.
- The **Southern Colorado Healthcare Partnership** will develop baseline measures to track the impact they are having on increasing the number of nursing graduates, increasing the number of nursing and allied health graduates that will live and work in Southern Colorado, and increasing the retention of nursing staff in facilities across Southern Colorado.

STATEWIDE INDUSTRY ASSOCIATIONS ARE CRITICAL COLLABORATORS IN DEVELOPING TALENT

Across Colorado, industry associations are key leaders in developing the Colorado workforce to meet the needs of industry. Highlights of association activities include:

The **Associated General Contractors of Colorado (AGC)** has utilized the Innovative Industries Internship Grant to expand the number of internships within the construction industry. These internships are helping to promote a quality training program for a state industry that is anticipated to need 30,000 new employees in the next seven years.

The **Colorado Technology Association's (CTA)** Talent Council leads a Talent Agenda to support workforce needs of the technology industry. Programs in the CTA agenda address a spectrum of populations in the workforce, from youth to young adults to those changing careers. This past year CTA's emphasis was on internships. CTA also partnered with Markle/LinkedIn to define and publish competencies for 10 IT occupation clusters. Underpinning CTA's work is their strong commitment to advancing STEM—especially computer science—in the Colorado K-12 education system.

Frequent, early career exploration prepares students for success. This realization spurred the **Colorado Advanced Manufacturing Alliance (CAMA)** and Gates Corporation to develop Empowering Creators, an event in which teams of 8th graders compete for a space agency contract by designing and building the most capable Mars rover prototype.

The **Colorado Bioscience Institute** provides education, workforce, and career development for life science professionals, companies, students, and educators in Colorado. The Institute operates across the programmatic and educational pipeline, from K-12 to higher education to workforce training. Through research experiences for teachers, mentorship programs, internships, career fairs, and leadership training, they encourage businesses relying on a strong talent pipeline to not simply be passive consumers, but instead become active participants in education and workforce initiatives tied to real world solutions. Internships allow students to gain an understanding of what it means to be a life science professional in a working environment and the Innovative Industries Internship Program fits in with the Institute's goal of serving the life science workforce pipeline.

BUILDING INDUSTRY-DRIVEN CAREER PATHWAYS SYSTEMS IN COLORADO

In Colorado, industry-driven career pathway systems ensure that education, training, and workforce systems stay deeply attuned and responsive to the needs of the labor market, preparing students and workers with the skills and credentials they need for jobs and careers. Colorado has been developing career pathways, both in direct response to legislation (HB 15-1274—designating the creation of statewide industry-driven career pathways) and through industry-led efforts and partnerships such as Skillful.

McGraw Hill's recent study (2016) of college students finds that only 25 percent of students are in majors with established career paths at their university. At the same time, most college students are motivated by increased job opportunities (Eagan et al., 2016). More structured and deliberate pathways will enable students to connect their education choices with future careers.

In 2016, the CWDC coordinated the development of the first statewide career pathways maps required by 2015 legislation. Information Technology (IT) was chosen as the first pathway due to IT occupations being in high demand and typically paying good wages. Globally, strong employment growth in IT positions across all industries—not just in the IT sector—is expected, reinforcing the wide range of data and technological literacy demanded by today's jobs (WEF, 2016).

Through the use of labor market data, employer engagement through regional Tech Talent Forums, and cross-agency collaboration, a map of five main IT pathways is now sequenced and posted online, while an interactive online version that further integrates data points such as earnings and related training/educational programs is currently in development. See this report's Appendix for additional information on the sequencing process and for additional IT occupation and education data. Career pathways mapping efforts for in-demand healthcare and construction/skilled trades occupations have begun.

TWO-GENERATION STRATEGIES

In April 2016, a Colorado Statewide Two-Generation Action Plan Work Group began working with Ascend at the Aspen Institute to develop a strategy for implementing the “two-generation approach” across sectors. The partners are seeking to embed this strategy, which takes into account the needs of parents/caregivers and children, in more public and private service programs.

The Workgroup is currently developing two resources. One document, the “Colorado Guide to 2Gen,” will be shared throughout the state. It details the importance of the two-generation approach in Colorado and why two-generation matters to each of these sector groups, along with other information. A second resource will be a comprehensive Two-Generation Action Plan for Colorado.

The Workgroup began by identifying existing two-generation activities across agencies, in counties and at non-profit organizations; the Group is now focused on common program and system outcomes that will be the foundation for a broader Two-Generation Action Plan. Recently, Colorado applied to be a participant in the National Governors Association (NGA)/Center for Law and Social Policy (CLASP) Two-Generation State Policy Network, Parents and Children Thriving Together (PACTT). Participation in this network will help drive the two-generation work forward.

A resource from Ascend at the Aspen Institute was released on September 26th entitled [“State Human Services Model: Colorado as a Case Study for Policymakers”](#)

VETERAN STRATEGIES

The Colorado Department of Labor and Employment (CDLE) is the federal grant recipient for programs that fund career services for job seekers. Veterans and their family members receive a full array of employment services through the 61 state and county operated Workforce Centers and satellite offices.

In the Workforce Centers during Program Year 2015:

- 18,161 veterans received services
- 58 percent of veterans entered employment following services
- 82 percent of those veterans were still working nine months later

SERVICES FOR VETERANS WITH SIGNIFICANT BARRIERS TO EMPLOYMENT

The Jobs for Veterans State Grant provides funding for 29 Veteran Employment Specialists and nine Veteran Employment Representatives. CDLE strategically assigns the staff to locally operated workforce centers as part of their integrated employment and training operations and inside community partner offices throughout the state where veterans are likely to seek services.

Veteran Employment Specialists provide intensive employment services to veterans with significant barriers to employment. They provide specialized services such as individualized job search assistance and targeted career management. Veteran Employment Representatives provide services that increase the capacity for the workforce system to serve veterans, increase veteran employment, and ensure veterans receive priority of service for all employment and training services in the workforce system. They work directly with businesses to assist them with veteran recruiting and hiring, through personal visits to the business, employer panels, customized workshops, job fairs, and hiring events specifically for veterans on behalf of the business.

These highly trained subject matter experts also provide assistance to other agencies and organizations that provide employment services or have employment programs for veterans. In the absence of funding for supportive services or training, Veteran Employment Specialists are experts at identifying and leveraging the resources of partner programs, local community service organizations, and philanthropic businesses. They are also veterans themselves, personally understanding the challenges that veterans face.

Through the Colorado Veteran Employment Program during Program Year 2015:

- 1,665 veterans with significant barriers to employment received services
- 64 percent of veterans with barriers to employment entered employment following services
- 81 percent of those veterans were still working 9 months later

HILTON HONORS (HHONORS) MILITARY REWARDS PROGRAM

In Partnership with the National Association of State Workforce Agencies and CDLE, Hilton donates 100,000 Hilton Honors points to eligible veterans and transitioning service members to support their transition to civilian employment. The points support hotel stays related to job search activities.

During Program Year 2015:

- 34 veterans were served, saving \$5,059 in hotel costs

- 24 veterans used the program for interviews
- 10 veterans used the program for training
- 14 veterans were hired at an average salary of \$51,026 per year

HB 16-1197 MILITARY VETERAN OCCUPATIONAL CREDENTIALS IMPLEMENTATION

The Division of Professions and Occupations (DPO) at the Department of Regulatory Agencies is moving forward with implementing 2016 legislation (HB 16-1197) that directs DPO to evaluate and provide appropriate credit towards licensing and certification for military experience.

Under the new law, DPO will be better able to evaluate and award credit for military experience toward a license, thus helping active military personnel, veterans and their families transition into civilian life by providing opportunities for post-military employment sought by military professionals. Activities to be conducted include evaluation of which military training meets state requirements, identification of reciprocity mechanisms with other states, determination of relevant occupational exams, documentation of pathways available to a veteran to obtain authorization to practice an occupation, and consultation with postsecondary educational institutions to cover educational gaps or refresher courses for lapsed credentials.

STRATEGIES FOR COLORADANS WITH DISABILITIES

While many Coloradans with disabilities are contributing their talents to the Colorado workforce, there is significant potential to increase labor force participation and career advancement within this group. Our state is preparing to achieve this by structuring and aligning our programs to maximize opportunity for students and job seekers with disabilities. Because the Colorado Division of Vocational Rehabilitation is now part of the Colorado Department of Labor and Employment and is also a core partner per the WIOA, Coloradans with disabilities will benefit from the breadth and depth of subject matter expertise from more partner programs. The additional resources and opportunities each partner offers increases the likelihood that people with disabilities will be empowered to craft a way to work. Increased workforce participation is a preliminary step in gaining the skills to compete for higher wages.

The term “disability” refers to a wide array of human experience. As we highlight strategies for increasing the ability of all Coloradans to contribute their talents to the talent pool, it is important to remember that people in every group already specified here may also experience disabilities. For example, as we continue expand career pathways to align education, training, and work-based learning, our approach must consider

the level of individualization required to include Coloradans with disabilities in benefiting from services designed for a broader population. Our policy and statutory barriers or perceived barriers to work-based learning must factor in the needs and experiences of students with additional challenges and focus on their abilities and opportunities. Although some individuals with disabilities have competitive credentials and relevant work experience, others lack appropriate skills and/or credentials in educational settings that are needed to acquire additional skills and credentials that would allow them to enter and participate more fully in the workforce. Alternative ways of demonstrating skill, such as through work-based training and other approaches to experiential learning, may support people with disabilities to increase labor force participation, earnings, and opportunities for professional growth.

IMPLEMENTING SYSTEMIC CHANGE IN EXPERIENTIAL LEARNING OPPORTUNITIES

As referenced earlier, a disconnect often exists between formal education and job expectations. Experiential learning opportunities (including internships, apprenticeships, and other work-based learning initiatives) have the power to close this and are an important component of career pathway systems. But successful experiential learning requires collaboration between education and the business sector to make such meaningful experiential education opportunities possible on a large scale.

Colorado has begun implementing several strategies in this area, through initiatives such as the Governor-appointed Business Experiential Learning (BEL) Commission, expansion of adult apprenticeships, the Innovative Industries paid internship program, HIRE Colorado, and many local and regional efforts such as Denver’s Opportunity Youth Initiative and Mesa School District 51’s Project Based Learning program. Most recently, in fall 2016, Colorado announced CareerWise Colorado, a youth apprenticeship system focused on developing flexible, multi-skilled apprenticeships that open multiple career pathways for students, instead of a single occupation in a single industry. This initiative is also expected to encourage more out-of-state businesses to locate in Colorado to take advantage of skillsets and training opportunities for local talent. Additional information highlighting a number of statewide initiatives can be found in the Appendix.

Colorado already has a network of apprenticeships, which presents an opportunity to continue expansion in high demand fields. It does not appear that an all-inclusive centralized state apprenticeship database resource exists, aside from the sources used for the figures presented below (therefore, other apprenticeships may exist that are not captured here).

Table 7. Apprenticeship Data

U.S. Dept. of Labor Registered Apprentices			Active Apprentices in Colorado Regulated by DORA	
	Colorado	National	Electrical	10,621
Total Active Apprentices	5,222	448,000	Plumbing	7,893
Youth Apprentices (16-24 year olds)	26%	20%	*There may be duplication across active apprentices in DORA's database and the U.S. DOL's active Registered Apprentices	
Female Apprentices	5%	6%		
Hispanic Apprentices	25%	20%		

Source: U.S. Dept. of Labor RAPIDS data and the Colorado Department of Regulatory Agencies

COLLABORATION ACROSS THE TALENT DEVELOPMENT NETWORK (Graphic Next Page)

Clearly, talent development in Colorado relies on key collaborators from across the public and private sector. This report highlights a number of critical initiatives and partners that are part of a complex system, and it can at times be difficult to understand how all of the components fit together. While a simplification of this network, the visual on the next page depicts where a number of players fit together in the Colorado talent development ecosystem. Collectively, we move the work forward to meet our overarching goal of statewide economic vitality.

Figure 18. The Colorado Talent Development Ecosystem Extends Beyond Government



RECOMMENDATIONS

The Governor’s Workforce and Education Cabinet workgroup is a subgroup of cabinet members and their key staff collaborating on workforce and education issues. This group, along with leadership from the Department of Education, jointly offers the following recommendations to address challenges, gaps, and opportunities as identified in this report. Many of the recommendations reference work already in implementation or planning phases. Accomplishing this work through integrated and meaningful solutions will take time and intentionality; anyone interested in helping to move these recommendations forward is encouraged to contact cwdc@state.co.us to learn more.

PRIORITY: CLOSE ATTAINMENT GAPS

- Continue to support policies and services for populations with unique needs (including underserved minorities, veterans, long-term unemployed, ex-offenders, persons with disabilities) to ensure access to career pathways and meaningful employment.
- Continue to support and expand concurrent enrollment as a means of increasing access to postsecondary education and shortening the time to degree.
- Continue efforts to increase career awareness and intensive career exploration opportunities.
- Continue to expand utilization of competency-based learning.
- Continue to support the work of the Colorado talent development network in promoting work-based opportunities, including expansion of apprenticeships into non-traditional occupations such as banking, finance, IT, and healthcare.
- Promote apprenticeships as a good postsecondary pathway for Coloradans, by creating a strong foundation of youth apprenticeships that integrate secondary education, postsecondary education, and work.
- Seek innovative approaches to re-engaging adults who lack work-ready credentials to help them gain needed skills to more fully participate in the workforce. Support the work of Skillful and other similar adult-focused initiatives in this area.
- Continue to utilize the Colorado STEM Roadmap to build a STEM-ready pipeline, by connecting learners with STEM experiences to further develop and increase STEM literacy.

PRIORITY: ALIGN RESOURCES AND PROVIDE ACCESS TO INFORMATION

- Embrace and engage with TalentFOUND—the Colorado talent development network communication strategy—to help businesses, students, job seekers, and workers design their own unique path to success.
- Continue efforts to redefine employer expectations and worker qualifications by skills and competencies rather than only by degrees and credentials.
- Create a comprehensive state resource on non-traditional education pathways to improve student, parent, educator, and job seeker understanding of various educational pathways to success.
- Support initiatives that ease education/training transition points (leaks in the pipeline), including concurrent enrollment, career pathways, CareerWise Colorado, and apprenticeships.
- Improve data and information around the multiple education and training pathways one may pursue to inform better decision-making. Many transition points along the education and workforce spectrum lack continuity of data that will allow for a more complete understanding of the current and future state of the Colorado talent pipeline.
- Support the cross-agency 2-Gen approach, and focus on “two-generation approaches” that work with both parents/caretakers and children to improve education and work outcomes.

PRIORITY: INCREASE JOB PLACEMENT, RETENTION, AND WAGE GROWTH

- Create contextual work-based “earn and learn” opportunities, such as traditional and non-traditional apprenticeships, built on existing sector strategies. This includes the creation of a work-based learning unit to expand opportunities statewide.
- Implement effective, coordinated strategies to assist businesses in recruiting, retaining, and developing talent.
- Support streamlined regulations of credentialing to result in a more rapid response to filling high demand occupations.
- Pursue practices that encourage access to and participation of a broader talent pool in high demand fields (e.g. underrepresented workers such as women or minorities in certain fields).
- Further examine top jobs, the jobs that lead to top jobs and the competencies needed to succeed in these occupations. Map the intersections of education and training pathways into these fields.

PRIORITY: CONTINUED COLLABORATION AND INTEGRATED EFFORTS

Through three publications of this report the agencies have demonstrated the value of collaborative work.

- Continue to utilize the Colorado Workforce Development Council as the coordinator and convener of the talent development network.
- Support the Governor’s Business Experiential Learning Commission to provide awareness, alignment, and focus for work-based learning.
- Continue to partner with Skillful, an initiative of the Markle Foundation, as a resource for competency based hiring and training, and with LinkedIn to create a work-based learning market-place on the Skillful platform.
- Continue to support Colorado STEM as the hub for STEM experiences and educational opportunities.



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APPENDICES



Appendix A: Top Jobs List by Occupation Cluster | Tier 1

Appendix A: Top Jobs List by Occupation Cluster | Tier 2

Appendix B: Top Jobs List by Typical Education for Entry | Tier 1

Appendix B: Top Jobs List by Typical Education for Entry | Tier 2

Appendix C: Top Jobs

Appendix D: Changes in Top Jobs from Last Year to This Year

Appendix E: HB 15-1170: PWR Coordinator Update

Appendix F: Top Jobs: Top Skills and Employers from Online Job Postings

Appendix G: HB 16-1289: Career Development Success Pilot Program

Appendix H: Add'l Information Regarding Specific Collaborators in the Talent Development Network

Appendix I: Overview of Information Technology (IT) in Colorado



DISCOVER ABILITY > DEVELOP TALENT > FIND SUCCESS

TOPIC: DEFINITION OF UNACCOMPANIED HOMELESS YOUTH

PREPARED BY: ANDREW RAUCH, LEAD FINANCE ANALYST

I. SUMMARY

This action item is for the adoption of a definition concerning “unaccompanied homeless youth” as it relates to tuition classification.

II. BACKGROUND

House Bill 16-1100 requires “unaccompanied homeless youth” to be considered “qualified persons” for the purposes of determining their own domicile as it relates to their residency status. The legislation requires the Colorado Commission on Higher Education (CCHE) to adopt a definition, for inclusion in Tuition Classification Policies, as it relates to the legislation. The intent of the definition is to serve as guidance for institutional tuition classification officers as they work with students in this population.

Under Colorado’s tuition classification guidelines, “qualified persons” are those that are able to determine their own domicile for the purposes of becoming a resident student and receiving resident tuition. For individuals under the age of 22, their domicile is tied to where their parents live. House Bill 16-1100 allows individuals who are under the age of 22 and who meet the definition of “unaccompanied homeless youth” to be considered “qualified persons”. Further, the legislation provides a list of individuals that are able to verify if a person is an “unaccompanied homeless youth”. These individuals will review the student’s circumstances and make a determination that the student may use when applying for residency status.

III. STAFF ANALYSIS

Staff broke the analysis down into three sections: Statutory Requirements, Process, and Applicable Definition.

1. Statutory Requirements:

House Bill 16-1100 directs the CCHE to adopt, and include, in its Tuition Classification Policies, a definition of what it means to be an “unaccompanied homeless youth, at-risk of homelessness, and self-supporting.” Department staff and the Attorney General’s (AG) office discussed at length how to accomplish the requirements of the bill, which has an inherent conflict, as someone cannot be an “unaccompanied homeless youth” and “at-risk of homelessness” at the same time. Staff, with the assistance of the AG’s office, attempted to provide three separate definitions that met the specific language of the law. This created a complex set of definitions that could not be applied effectively to meet the intent of the law.

Staff believed there was an error in the definition that occurred when the bill was amended, and that bill's language inadvertently included the word "homeless" within the required definition, thereby creating an inherent conflict within the wording. Staff contacted the Office of Legislative Legal Services (OLLS) to bring this to their attention, after their analysis, they concurred. The request will be included in the annual Reviser's bill to make the needed technical change as follows "unaccompanied ~~homeless~~ youth, at-risk of homelessness, and self-supporting". Staff contacted the bill sponsors to ensure that this technical change did not alter their intent. The CCHE's statutory charge would remain to find an applicable definition that meets the language of the revised definition.

2. Process:

At the September CCHE meeting, staff brought forward a draft definition for discussion that was intended to comply with the original statutory definition. It was a cumbersome definition, and after discussion with the CCHE and other interested parties, it was evident that the applicability of this definition would be incredibly challenging given the contradiction within the language in the definition requiring a person to be both an "unaccompanied homeless youth" and "at-risk of homelessness".

A technical change has been requested through OLLS as part of the annual Reviser's Bill to eliminate the word "homeless" from the definition. The Reviser's Bill only makes technical changes and does not include substantive law. Knowing this statutory change will be corrected in this manner; staff is comfortable bringing a recommended definition forward for action by the Commission, and for this definition to be included in the Tuition Classification Policies upon final passage of the bill.

3. Applicable Definition:

The CCHE's charge is to adopt an applicable definition for "unaccompanied youth, at-risk of homelessness, and self-supporting". Pursuant to the CCHE's statutory charge, the Commission must vote to adopt and include a definition of "unaccompanied youth, at-risk of homelessness, and self-supporting". In consultation with the Attorney General's Office, staff believes that the McKinney-Vento definition meets the statutory charge and that this definition captures the population intended in the legislation. The definition is the standard and universally applied definition for this population in both K-12 education and higher education. The recommended definition is provided below:

- Individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
 - (A) includes —
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

IV. STAFF RECOMMENDATIONS

Staff recommends that the CCHE adopt the McKinney-Vento definition to meet its statutory charge under House Bill 16-1100, and direct staff to include this definition in the Tuition Classification Policy once the Reviser's Bill becomes law.

V. STATUTORY AUTHORITY

C.R.S 23-7-103.5(2)(II):

An unaccompanied youth, at risk of homelessness, and self-supporting. The Colorado commission on higher education shall include in its tuition classification policies a definition of "unaccompanied youth, at risk of homelessness, and self-supporting".

TOPIC: UPDATES TO COMMISSION BYLAWS

PREPARED BY: KACHINA WEAVER, CHIEF POLICY OFFICER

I. SUMMARY

This discussion item is to examine and discuss staff recommended updates to the Colorado Commission on Higher Education's bylaws.

II. BACKGROUND

These bylaws serve as guidance and structure to operationalize the work of the Commission. Originally adopted on September 10, 1965, they were last updated on May 6, 2011.

III. STAFF ANALYSIS

These staff-recommended updates to the by-laws seek to capture current practice and address some technical and non-technical changes needed. The proposed amendments are as follows:

Page 1

- Section 1.1 – technical only, added statutory reference
- Section 1.2 - technical only, clarifies that Secretary is non-voting and appointed by the Governor
- **Section 1.3 – DISCUSSION POINT – Currently the bylaws do not have any term limits for officers. Staff recommends consideration of a limitation to two one-year terms. This would ensure the positions are rotated among Commissioners. Could even consider language that allows the Commission to override the term-limit provision with a super-majority vote, in case the occasion arises that no other Commissioner wants to take on the role.**
- Section 1.4 - technical only, clarification
- Section 1.5 - technical only, to include current practice
- Section 1.6 - technical only, to include current practice

Page 2

- Section 1.7 - technical only, there is not a CCHE version of Roberts Rules, rather just the primary text
- Section 1.8 - clarifying language to clearly identify a decision maker
- **Section 1.9 - DISCUSSION POINT – technical only, although Staff proposes that a “Monthly Agenda Call” be scheduled with Chair, Vice-Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda**
- Section 1.10 – conforms to current practice, no longer need to spend the funds to have bound copies, all minutes are available online
- Section 1.1 – add language to allow for the creation of standing committees or ad hoc committees as needed

- Section 2.1 – technical only, this process is already addressed in Section 1.9
- Section 2.2 - technical only, conforming language
- Section 2.3 - technical only, conforming language

Page 3

- Section 3.1 – technical only, added statutory reference
- Section 3.1(a) – technical only, added missing statutory language about appointing authority
- Section 3.1(b-e) – clarifies the types of advisors to the Commission; who they will represent; from whom the recommendation for appointment shall come; and, sets terms for all advisors, but no term limits.

Page 4

- Section 3.3 - conforms to current practice, these meetings have never taken place.
- Section 4.1 – technical only

IV. STAFF RECOMMENDATIONS

This item is for discussion only at this time and will be brought back at a subsequent meeting for action.

V. STATUTORY AUTHORITY

There is no specific statutory requirement to have bylaws in place.

ATTACHMENT(S):

- Proposed updates to Colorado Commission on Higher Education Bylaws

COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

- 1.1 Organization: Pursuant to C.R.S. §23-1-102, the Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 Officers: Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department. ~~as may be designated by the Commission. The Secretary shall be the Executive Director of the Department.~~
- 1.3 Election and Terms of Officers: All officers shall be elected at the May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director.
- 1.4 Regular Meetings of the Commission: The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following calendar year.
- 1.5 Notice of Meetings: Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202 and on the Colorado Department of Higher Education website. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.
- 1.6 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office and on the website of the Colorado Department of Higher Education no less than two days prior to the meeting date.
- 1.7 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in

Comment [WK1]: Currently the bylaws do not have any term limits for officers. Staff recommends consideration of a limitation to two one-year terms. This would ensure the positions are rotated among Commissioners. Could even consider language that allows the Commission to override the term-limit provision with a super-majority vote, in case the occasion arises that no other Commissioner wants to take on the role.

~~Colorado Commission on Higher Education (CCHE)~~ Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.

- 1.8 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, **as determined by the Chair**, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.9 Preparation of Agenda: **Meeting** agendas shall be prepared by the Executive Director of the Department **with the approval of the Chair**. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.10 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall ~~be annually bound and~~ constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the **Executive Director** **Commission** and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.
- 1.11 **Standing Committees: The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.**

Comment [WK2]: Staff proposes that a "Monthly Agenda Call" be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda.

Section 2. Duties and Responsibilities of Officers

- ~~2.1~~ Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance. ~~The Chair shall approve all agendas for regular and special meetings of the Commission as prepared by the Executive Director.~~
- 2.2 ~~The Vice Chair of the Commission:~~ The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director **of the Commission**: In addition to performing those duties established by law, the Executive Director of the **Commission and** Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the **General Assembly** on matters pertaining to the Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

Section 3. The Advisory Committee

3.1 There is hereby established an advisory committee pursuant to C.R.S. §23-1- 103).

Advisory Committee Members: The advisory committee shall consist of not less than thirteen members, to be designated as follows:

(a) Six members shall be appointed from the General Assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate and one of who shall be from the minority party appointed by the Minority Leader of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives and one of who shall be from the minority party appointed by the Minority Leader of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members;

(b) One member shall be selected and designated by the Commission, as recommended by the Colorado Faculty Advisory Council, to represent the faculty in the state;

(c) ~~and~~ One member shall be selected and designated by the Commission, as recommended by the Student Affairs Council, to represent the students in the state for a term of one year, commencing on July 1 of the year appointed;

(d) One member shall be selected and designated by the Commission who is a parent of a student enrolled in a state supported institution of higher education in Colorado to represent the parents of students for a term of two years, commencing on July 1 of the year appointed.

(e) Not more than ~~five~~ four additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.

The Commission has designated the four additional advisory committee members to represent:

- Chief Academic Officers of Colorado's state supported institutions of higher education, as recommended by the Colorado Academic Council;
- Chief Financial Officers of Colorado's state supported institutions of higher education, as recommended by the, as recommended by the Chief Financial Officers group;
- Independent Higher Education Institutions in Colorado (Colorado College, Regis, and Denver University), as recommended by the Independent Higher Education Council; and,
- The K-12 system, as recommended by the Colorado Department of Education.

All such appointments shall be for a term of two years, commencing on July 1 of the year

appointed.

- 3.2 Notice and Agendas: All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.

~~3.3 Meetings of the Advisory Committee: The advisory committee shall meet with the Commission separate from a regular Commission meeting and shall do so as often as necessary to provide assistance to the Commission.~~

- 3.3 Recommendations of the Advisory Committee: The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined in **Section 1.5 Notice of Meetings**. Bylaw changes must be approved by a majority of the Commission.

HISTORY: Adopted on September 10, 1965. Amended January 14, 1966; February 25, 1972; June 1, 1978; July 1, 1993; October 7, 2004; May 6, 2011; **CCHE Agenda 10/24/16 Item XX, X**

TOPIC: LEGISLATIVE UPDATE

PREPARED BY: KACHINA WEAVER, CHIEF POLICY OFFICER

I. SUMMARY

This discussion item is to provide a status update on the 2017 Legislative Session.

II. BACKGROUND

The Legislature meets each year for 120 days from January to May. It is during this time that legislation is considered and a budget is developed for the upcoming fiscal year.

The Department is actively involved in both the budget development and consideration of public policy by legislators and staff that would impact higher education. There are many bills introduced during the legislative session that would impact higher education, with only a few of them impacting the Department of Higher Education (DHE) or the Colorado Commission on Higher Education (CCHE) directly.

However, the Department (1) meets regularly and works closely with the institutions and their lobbyists on all bills impacting higher education and (2) provides policy makers with information about pending legislation and key issues so they may make informed decisions.

III. STAFF ANALYSIS

A current list of pending legislation impacting higher education will be shared at the meeting.

IV. STAFF RECOMMENDATIONS

This is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

Not applicable

ATTACHMENT(S):

- DHE Legislative Agenda
- The Higher Education Imperative



2017 LEGISLATIVE SESSION – Department of Higher Education

Department of Higher Education – 2017 Proposed Legislative Agenda

The Department of Higher Education's (Department, DHE) 2017 Proposed Legislative Agenda is primarily technical in nature and seeks to make important changes to existing statute to align with current practice and needs:

- **Make Technical Modifications to the Tuition Assistance Funding for Career and Technical Education Certificate Programs**

The Department proposes making technical statutory changes to address two issues that have been identified since the implementation of House Bill 15-1275, which provided authority and funding for a new tuition assistance program for income-eligible students enrolled in Career and Technical Education certificate programs that do not qualify for federal Pell Grant aid due to their short duration.

More specifically, the proposal would require the Colorado Commission on Higher Education to establish in policy (1) income eligibility and how that will be demonstrated; and (2) defining "tuition assistance".

- **Transfer Administration of the Colorado Student Leaders Institute**

Would move the administration of the Colorado Student Leadership Institute, implemented pursuant to SB 15-290, from the Lt. Governor's office to the Department of Higher Education.

Legislative Audit Committee

The Legislative Audit Committee voted to draft legislation to amend statute and clarify the responsibility for the administration of the College Opportunity Fund (COF) is that of the DHE. Current law places that responsibility with the Colorado Student Loan Program (also known as "College Assist"), a division within DHE.

With the intention of creating greater administrative efficiencies, by streamlining some aspects of the administration of COF, the Department's Finance Division and the College Assist division entered into an MOU for certain aspects.

The FY 2015 Financial Audit urged College Assist to consult with the Attorney General to determine whether entering into a Memorandum of Understanding with DHE, regarding the administration of the COF, was within statutory authority. While a formal written opinion was not issued, due to the cost associated with obtaining one, the Attorney General indicated that statute was unclear and a statutory change to provide better clarity would resolve this.

The Department and College Assist are working with the Committee to craft that legislation.



For more information, please contact Kachina Weaver, Chief Policy Officer for the Colorado Department of Higher Education, at (303) 883-7076 or via email kachina.weaver@dhe.state.co.us.





DHE's Budget Request for FY 17-18: \$20.5 million

SUPPORTING COLORADO'S ECONOMIC VITALITY

The Imperative

By 2020 almost three-quarters of all jobs in Colorado will require some level of post-secondary credential (*i.e. certificate, associate, bachelor's*), according to a state projection of job growth conducted by the Georgetown University Center on Education and the Workforce, published in 2013.

This Imperative Impacts ALL Coloradans

Meeting this demand is critical to **support Colorado's economy**, fulfill the talent **needs of our businesses**, and provide all **Coloradans the opportunity to be successful**.

Success means all Coloradans will have the opportunity to realize the benefits of a college credential – as the Lumina Foundation describes “*participate fully in the American life*” and “*hold a good job, participate as active citizens, raise a family, and contribute meaningfully to building safe and prosperous communities.*”

Efforts to Meet “The Imperative”

Colorado is focused on structuring policy and programs to meet the education and training needs of our residents and businesses. The Colorado Commission on Higher Education's master plan – *Colorado Competes: A Completion Agenda for Higher Education* – is focused on **increasing attainment, improving student success, reducing gaps, and prioritizing investment** specifically to meet this imperative.

Institutions and other education providers are **employing innovative, data- and success-driven approaches** to help students (traditional and non-traditional) get **into and through a post-secondary program**. Colorado is being watched nationally for its innovation and success with these endeavors.

In addition, the CCHE has **aligned all three primary state funding streams with meeting the goals** of the Master Plan:

- The Higher Education **Funding Allocation Formula** (state general fund investment in higher education);
- State **Need-Based Financial Aid**; and,
- **Tuition Policy** tied to state funding levels.

A Priority for Policy Makers and the Public

State policy makers and the public must fully **understand the critical nature of meeting the talent needs** of our businesses and the consequences if we fail to do so. Please **be a partner in developing and employing solutions** and **champion the work and needs** of Colorado's public higher education system.



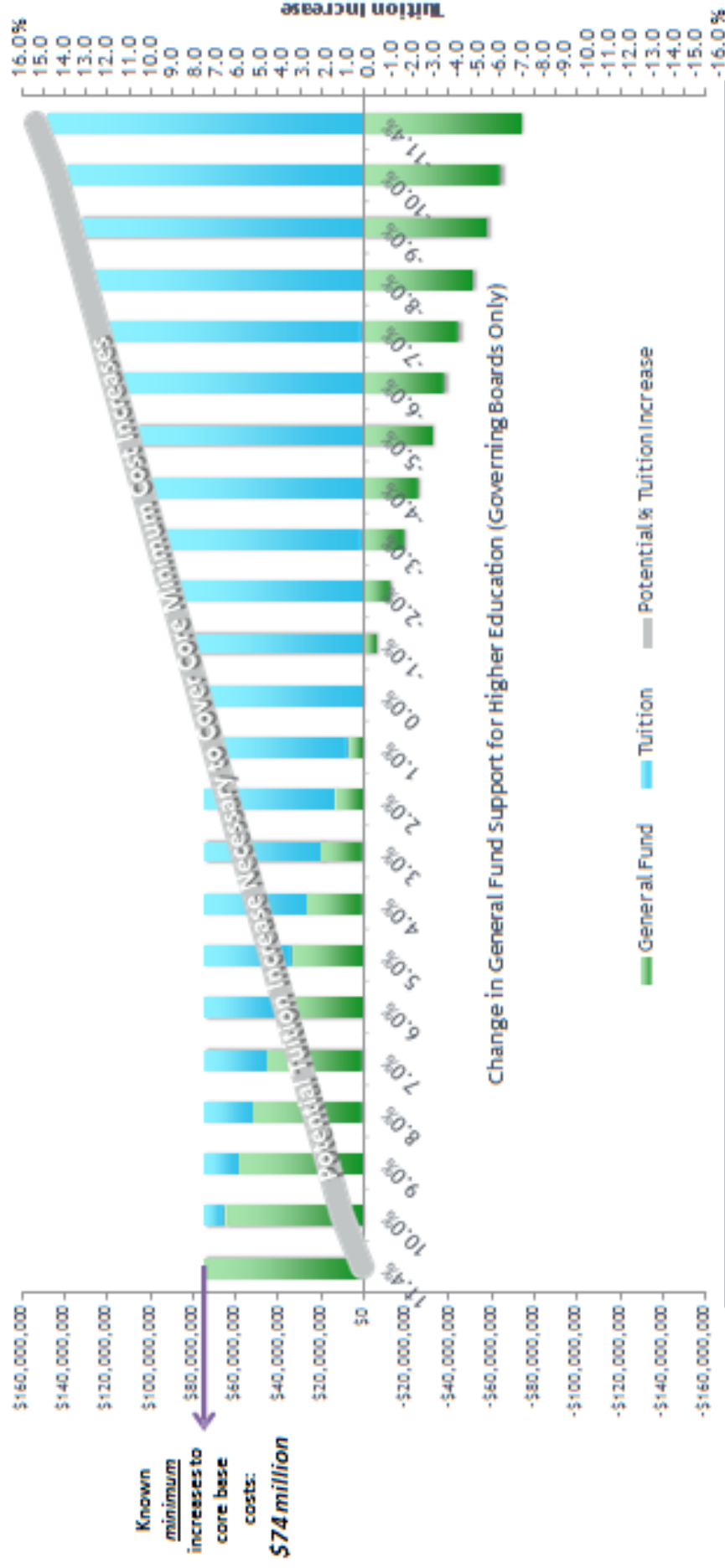
For more information, please contact Kachina Weaver, Chief Policy Officer for the Colorado Department of Higher Education, at (303) 883-7076 or via email kachina.weaver@dhe.state.co.us.



COST SHARING MATRIX

Linking the General Fund & Tuition:

Covering Core Minimum Cost Increases in FY 2017-18



- Assumes institutions can raise tuition to cover core costs and minimum increases.
- Does not include costs above inflation or strategic improvements, including but not limited to maintaining the quality of educational programs and offerings.

TOPIC: FISCAL YEAR 2016-17 TUITION AND FEES REPORT

PREPARED BY: EMILY BURNS, FINANCE ANALYST

I. SUMMARY

Attached is the Tuition and Fees Report for FY 2016-17. The report includes summary tables of FY 2016-17 tuition and fee rates at public institutions of higher education in Colorado and summary data for the past five years.

II. BACKGROUND

The Department of Higher Education annually collects each public institution's tuition and fee rates for the fiscal year. The attached report illustrates the relative dollar impact of tuition and fee changes to the student and revenue to the institutions. It provides trend data for the past five years and provides an overview of different pricing concepts and strategies employed by public higher education institutions. Additionally, this report is posted on the Department's website at (Insert Link; Report is not posted as of 1/12/17) and is presented annually to the Commission.

III. STAFF ANALYSIS

See attached report and summary tables.

IV. STAFF RECOMMENDATIONS

This report is for information purposes only; no action is needed from the Commission.



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

Tuition and Fees Report Fiscal Year 2016-17 January 2017

1560 Broadway, Suite 1600 • Denver, Colorado 80204 • (303) 866-2723
DIANE DUFFY, INTERIM EXECUTIVE DIRECTOR

Introduction

In Colorado and across the nation, the rising cost of college tuition is receiving considerable public and legislative attention. At the same time, the necessity of a post-secondary credential for full workforce participation only continues to grow. The post-secondary credential a student earns can provide substantial returns on investment in the form of higher income and greater employment opportunities. The Colorado Commission on Higher Education Master Plan recognizes this by calling for increasing the attainment of high quality postsecondary credentials to meet anticipated workforce demands by 2025. However, Colorado's decade-long shift from a funding structure, which was largely supported by state appropriations, to one primarily dependent on tuition revenues has challenged institutions' ability to balance operational realities with the need to provide affordable access to higher education for Colorado students and families.

Any thoughtful analysis of tuition and fees at public institutions of higher education in Colorado cannot be undertaken without a thorough examination of Colorado's General Fund support for higher education. It must be understood that tuition and General Fund support comprise the two basic funding streams for institutions of higher education and that the last 15 years have witnessed a marked reversal in who bears the burden for higher education costs. As General Fund has been reduced, tuition increases have had to comprise the difference - resulting in increased costs for students and families. In Fiscal Year (FY) 2000-01, the state covered 68 percent of the cost of college, while students and families were responsible for 32 percent. By FY 2011-12, those numbers had reversed: students and families were covering two-thirds of the costs and the state was paying for a third. Recent investments by the General Assembly leveled what had been a high rate of growth in tuition rate increases.

In fiscal years 2014-15 and 2015-16, Colorado's public institutions witnessed their smallest year-over-year percent increase in tuition rates in more than a decade. This was largely the result of increases in General Fund support for higher education. In 2014 the College Affordability Act (Senate Bill 14-001) provided an historic \$60 million (11 percent) increase for Colorado's public institutions of higher education. Tied to this investment, in operating dollars, was a requirement that resident tuition rate increases be capped at no more than 6 percent for FY 2014-15 and FY 2015-16. For FY 2015-16, the state provided a total operating increase for public colleges and universities of 11 percent or \$66.6 million. All Colorado public institutions of higher education complied with the requirements of tuition restraint in FY 2015-16.

In an attempt to maintain this progress, the General Assembly saw fit to hold the Department of Higher Education's appropriation flat in FY 2016-17 rather than proceed with the \$20 million (3 percent) cut as originally requested in the Governor's

budget request. Another notable outcome of the 2016 Legislative Session was the reappropriation of tuition, communicated via Long Bill footnotes and corresponding variable rate caps.

Looking ahead to the 2017 Legislative Session (FY 2017-18), the Department of Higher Education is seeking to maintain moderate tuition increases in FY 2017-18 by putting forth a budget request that reflects the inflationary increase to the General Fund share of both Education and General expenses as well as inflationary increases to employee health benefit increases (plus the statutorily required increases to Local District Colleges, area technical schools, and the financial aid calibration).

In accordance with C.R.S. § 23-1-105.5(2), this report provides detailed information on the tuition and fee rates that Colorado public institutions of higher education charged to resident and non-resident students in Fiscal Year 2015-16 and is organized into the following sections:

- (1) Key Findings and Definitions
- (2) The Process of Tuition Setting and its relationship to costs
- (3) A Summary of Tuition and Fee Changes in the 2015-2016 Academic Year and
- (4) Tuition and Fee Interstate Comparisons.
- (5) The appendices provide detailed examples and comparisons across institution type, student groups and year to year comparisons.

Key Findings

- General Fund support is the decisive factor in keeping tuition rate increases relatively low.
- According to SHEEO, Colorado ranks 47th in the nation in state funded support per student to higher education. This has resulted in greater reliance on tuition by institutions.
- Despite this, CO is near the median (35th) in resident tuition charges, however, non-resident tuition charges continue to be among the highest in the nation (41st).

Definitions

In order to assess trends in tuition and fees, it is important to understand higher education terminology:

1. Student Groups encompasses all of the following:
 - a. In-state undergraduate, out-of-state undergraduate, in-state graduate, out-of-state graduate, in-state professional and out-of-state professional students.
2. Full Time Equivalent Student (FTE): The number of full time equivalent students at an institution is calculated by taking the total number of credit

hours divided by 30 credit hours a year for a school following the semesters system and 45 credit hours for a school following the quarter system.

A student planning to attend a public college or university in Colorado should expect to pay the charges defined as follows:

3. **Mandatory Fees:** Mandatory student charges used to support a range of activities and programs related to the student experience. This includes but may not be limited to: instruction, research and public service, academic support, student health services, athletics, recreational activities, campus transportation and capital debt service.
4. **Designated Fees:** Student charges assessed to specific students based on course enrollment, program participation or services used.
5. **Tuition and Fees:** Sum of tuition and mandatory fees (designated fee data are submitted to DHE as part of the Institutional Plan for Student Fees). This sum amounts to the base charges for an institution of higher education.
6. **Room and Board:** Optional charges used to support the on-campus housing and dining functions for students choosing to live on campus. Students living off campus are exempt from these charges.
7. **Cost of Attendance:** The total charge to students (and parents) excluding student financial aid. This total includes the sum of tuition, mandatory fees and room and board.

Various financing mechanisms are employed by institutions of higher education to determine a student's final cost of attendance:

8. **Tuition Differential:** A tuition setting strategy whereby an institution charges a higher per-credit-hour rate for more expensive programs (i.e. nursing, engineering).
9. **Credit Hour Window:** A tuition setting strategy whereby an institution charges a flat rate over a range of credit hours to encourage students to take a greater number of credit hours.
10. **Linear Tuition Structure:** A tuition setting strategy whereby students are charged the same amount per credit hour, regardless of the number of hours taken
11. **Institutional Aid**
 - a. Need-based aid
 - b. Merit-based aid

Process of Tuition Setting

Governing boards have the responsibility and authority for the financial management of their institutions. A major component of sound financial management is the setting of tuition. Since institutions have unique roles and missions and differing student needs, governing boards are best equipped to set tuition and hold a fiduciary duty to their respective institutions. The Commission has a responsibility to exercise oversight and to ensure that educational quality and student access are maintained. While governing boards determine the tuition for the institutions they govern, they often do so within certain parameters. For example, HB 16-1405 re-established the

appropriation of tuition and variable tuition rate limits. This type of tuition setting parameter is communicated through a footnote in the Long Bill, although other notable special legislation has limited tuition rate growth in the past, most recently SB 14-001.

Tuition setting usually occurs in the spring to allow incoming and returning students to make financial decisions in preparation for the upcoming year. The actual impact of tuition rate increases varies from student to student and depends on a number of factors such as the student's selected area of study and eligibility for financial aid. A governing board's tuition price determination process includes a variety of factors that depend on the pricing strategy at the particular institution. According to 2013 report from the State Higher Education Executive Officers Association, the amount of state appropriations is the number one factor influencing tuition rate setting, followed closely by the prior year's tuition rate, financial aid, cost of instruction and institutional role and mission. This underscores the point that changes in tuition rates are closely tied to the level of state funding received by institutions of higher education—as state funding decreases students' share of the cost typically increases.

Tuition Costs and their Relationship to Higher Education Costs

Tuition increases are a function of higher education costs relative to an institution's ability to generate dollars (either General Fund or tuition) to cover those costs. Costs which are not funded by General Fund may need to be supported through tuition increases. The last 15 years have witnessed a marked reversal in who bears the burden of higher education costs. In FY 2000-01, the state covered 68 percent of the cost of college, while students and families picked up 32 percent. By FY 2011-12, those numbers had reversed: students and families were covering two-thirds of the costs and the state was paying for a third. Recent investments by the General Assembly have started to reverse this trend, so that in FY 2016-17, the state will be paying for 36 percent.

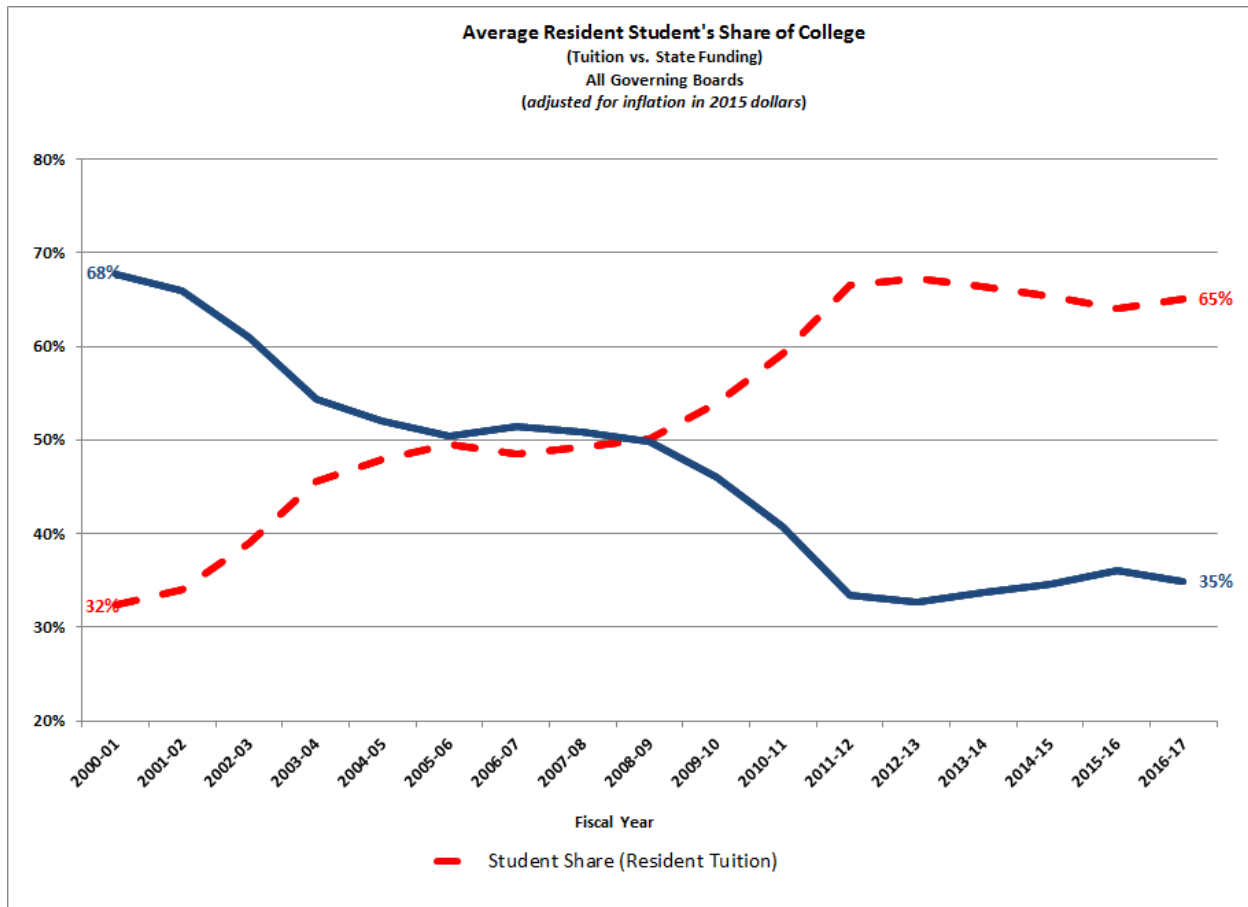


Figure 1.

The Colorado Department of Higher Education contracted with the National Center for Higher Education Management Systems (NCHEMS) to perform an analysis of higher education costs in Colorado, and how these compared to national costs (“Why Higher Education Costs are What They Are” June 30, 2015). Chief among the findings is that all of Colorado’s public institutions of higher education have fewer resources to support basic operations than do similar institutions in other states. This low level of funding means that Colorado institutions are less able to absorb revenue shortfalls through productivity enhancements.

Because state appropriations are the key incentive to keeping tuition low, the condition of the state general fund and state investment levels in higher education are at the core of the Commission’s tuition policy. This policy integrates the tuition recommendation process with the General Fund appropriation process. More information on the Commission’s new tuition policy can be found in Appendix F.

Tuition and Fee Changes in the 2016-2017 Academic Year

Tuition and mandatory fees comprise the base charges for an institution of higher education. In FY 2016-17, higher education received flat state funding. This allowed institutions to stay within the 6 percent tuition increase limit set forth by the College Affordability Act (SB 14-001). The charts below detail the tuition and fee rate

increases by type of institution (2 or 4 year) and by student group: in-state undergraduate and out-of-state undergraduate. Detailed tuition and fee information as it pertains to graduate and professional students can be found in Appendix E.

In Colorado, on average, tuition and mandatory fees for in-state undergraduates increased by \$379 (5.9 percent) at all Colorado public institutions of higher education. At four-year institutions, tuition and mandatory fees increased by an average of \$457 (4.8 percent) and at two year institutions, tuition and mandatory fees decreased by an average of \$28 (-0.6 percent). See Appendix A for more details.

**Table 1. One-Year Change In-State Undergraduate Base Tuition and Fees
(30 Credit Hours Per Academic Year)**

Institution	FY 2015-16 Resident Tuition (30 CHRS)	FY 2015-16 Student Fees	FY 2015-16 Tuition and Fees (30 CHRS)	FY 2016-17 Tuition (30 CHRS)	FY 2016-17 Student Fees (30 CHRS)	FY 2016-17 Tuition & Fees (30 CHRS)	FY 2015-16 to 2016-17 Percentage Increase Resident Tuition & Fees	FY 2015-16 to 2016-17 Percentag e Increase in Resident Tuition	FY 2015-16 to 2016-17 Percentage Increase in Resident Fees
University of Colorado - Boulder	\$9,312	\$1,778	\$11,090	\$9,768	\$1,768	\$11,536	4.0%	4.9%	-0.6%
University of Colorado - Colorado Springs	\$7,980	\$1,448	\$9,428	\$8,280	\$1,580	\$9,860	4.6%	3.8%	9.1%
University of Colorado - Denver	\$9,090	\$1,299	\$10,389	\$9,420	\$1,321	\$10,741	3.4%	3.6%	1.7%
Colorado State University	\$8,300	\$2,257	\$10,557	\$8,716	\$2,336	\$11,052	4.7%	5.0%	3.5%
Colorado State University - Pueblo	\$6,159	\$2,123	\$8,281	\$7,269	\$2,250	\$9,519	14.9%	18.0%	6.0%
Fort Lewis College	\$5,856	\$1,745	\$7,601	\$6,360	\$1,745	\$8,105	6.6%	8.6%	0.0%
University of Northern Colorado	\$6,372	\$1,794	\$8,166	\$6,906	\$1,982	\$8,888	8.8%	8.4%	10.5%
Adams State University	\$5,448	\$3,126	\$8,574	\$5,736	\$3,417	\$9,153	6.7%	5.3%	9.3%
Colorado Mesa University	\$7,185	\$823	\$8,008	\$7,572	\$823	\$8,395	4.8%	5.4%	0.0%
Metropolitan State University of Denver	\$5,222	\$1,198	\$6,420	\$5,693	\$1,237	\$6,930	7.9%	9.0%	3.3%
Western State Colorado University	\$5,844	\$2,607	\$8,451	\$6,312	\$1,441	\$7,753	-8.3%	8.0%	-44.7%
Colorado School of Mines	\$15,225	\$2,128	\$17,353	\$15,716	\$2,152	\$17,868	3.0%	3.2%	1.1%
Colorado Community College System									
Arapahoe Community College	\$3,915	\$202	\$4,117	\$4,107	\$204	\$4,311	4.7%	4.9%	0.8%
Colorado Northwestern Community College	\$3,915	\$295	\$4,210	\$4,107	\$414	\$4,521	7.4%	4.9%	40.2%
Community College of Aurora	\$3,915	\$248	\$4,163	\$4,107	\$250	\$4,357	4.7%	4.9%	0.8%
Community College of Denver	\$3,915	\$1,001	\$4,916	\$4,107	\$1,024	\$5,131	4.4%	4.9%	2.3%
Front Range Community College	\$3,915	\$478	\$4,393	\$4,107	\$483	\$4,590	4.5%	4.9%	1.1%
Lamar Community College	\$3,915	\$414	\$4,329	\$4,107	\$416	\$4,523	4.5%	4.9%	0.5%
Morgan Community College	\$3,915	\$182	\$4,097	\$4,107	\$184	\$4,291	4.7%	4.9%	0.7%
Northeastern Junior College	\$3,915	\$600	\$4,515	\$4,107	\$603	\$4,710	4.3%	4.9%	0.6%
Otero Junior College	\$3,915	\$294	\$4,209	\$4,107	\$297	\$4,404	4.6%	4.9%	1.2%
Pikes Peak Community College	\$3,915	\$303	\$4,218	\$4,107	\$307	\$4,414	4.6%	4.9%	1.1%
Pueblo Community College	\$3,915	\$564	\$4,479	\$4,107	\$568	\$4,675	4.4%	4.9%	0.8%

Red Rocks Community College	\$3,915	\$298	\$4,213	\$4,107	\$530	\$4,637	10.1%	4.9%	78.2%
Trinidad State Junior College	\$3,915	\$435	\$4,350	\$4,107	\$439	\$4,546	4.5%	4.9%	0.9%
Aims Community College	\$2,021	\$260	\$2,281	\$2,021	\$204	\$2,225	-2.5%	0.0%	-21.6%
Colorado Mountain College	\$1,710	\$180	\$1,890	\$3,690	\$100	\$3,790	100.5%	115.8%	-44.4%
Average Four Year institution	\$7,666	\$1,860	\$9,527	\$8,146	\$1,838	\$9,983	4.8%	6.3%	-1.2%
Average Two Year Institution	\$3,893	\$476	\$4,369	\$4,203	\$402	\$4,342	-0.6%	8.0%	-15.6%
Average All Institutions	\$5,430	\$1,040	\$6,470	\$5,834	\$1,040	\$6,849	5.9%	7.4%	0.0%

At all Colorado public institutions, tuition and mandatory fees for out-of-state undergraduates increased by an average of \$663 (5.0 percent). At four-year institutions, tuition and mandatory fees increased by an average of \$1,478 (4.7 percent) and at two-year institutions, tuition and fees increased by an average by \$1,086 (5.3 percent). A more detailed look at all tuition and fees for FY 2016-17 can be found in the attached Appendices.

Table 2. One-Year Change Out-of-State Undergraduate Base Tuition and Fees (30 Credit Hours Per Academic Year)

Institution	FY 2015-16 Non-Resident Tuition (30 CHRS)	FY 2015-16 Non-Resident Student Fees	FY 2015-16 Non-Resident Tuition and Fees (30 CHRS)	FY 2016-17 Non-Resident Tuition (30 CHRS)	FY 2016-17 Student Fees	FY 2016-17 Tuition and Fees (30 CHRS)	% Increase Non-Resident Tuition	% Increase Non-Resident Fees
University of Colorado - Boulder	\$32,346	\$1,178	\$33,524	\$33,316	\$1,763	\$35,079	3.0%	49.7%
University of Colorado - Colorado Springs	\$20,850	\$1,448	\$22,298	\$21,690	\$1,583	\$23,273	4.0%	9.3%
University of Colorado - Denver	\$28,020	\$1,279	\$29,299	\$29,040	\$1,321	\$30,361	3.6%	3.3%
Colorado State University	\$25,010	\$2,257	\$27,267	\$26,010	\$2,336	\$28,346	4.0%	3.5%
Colorado State University - Pueblo	\$17,729	\$2,123	\$19,851	\$21,851	\$2,250	\$24,101	23.3%	6.0%
Fort Lewis College	\$16,072	\$1,745	\$17,817	\$16,072	\$1,745	\$17,817	0.0%	0.0%
University of Northern Colorado	\$17,958	\$1,794	\$19,752	\$18,492	\$1,982	\$20,474	3.0%	10.5%
Adams State University	\$15,960	\$3,126	\$19,086	\$16,752	\$2,304	\$19,056	5.0%	-26.3%
Colorado Mesa University	\$18,540	\$823	\$19,363	\$19,530	\$823	\$20,353	5.3%	0.0%
Metropolitan State University of Denver	\$18,859	\$1,198	\$20,057	\$18,859	\$1,237	\$20,096	0.0%	3.3%
Western State Colorado University	\$16,848	\$2,607	\$19,455	\$17,616	\$2,881	\$20,497	4.6%	10.5%
Colorado School of Mines	\$32,700	\$2,128	\$34,828	\$34,020	\$2,152	\$36,172	4.0%	1.1%
Colorado Community College System								
Arapahoe Community College	\$16,062	\$202	\$16,264	\$16,850	\$204	\$17,054	4.9%	0.8%
Colorado Northwestern Community College	\$6,704	\$295	\$6,999	\$7,032	\$414	\$7,446	4.9%	40.2%
Community College of Aurora	\$16,062	\$248	\$16,310	\$16,850	\$250	\$17,100	4.9%	0.8%
Community College of Denver	\$16,062	\$1,001	\$17,063	\$16,850	\$1,024	\$17,874	4.9%	2.3%
Front Range Community College	\$16,062	\$478	\$16,540	\$16,850	\$483	\$17,333	4.9%	1.1%
Lamar Community College	\$6,704	\$414	\$7,117	\$7,032	\$416	\$7,448	4.9%	0.5%
Morgan Community College	\$16,062	\$182	\$16,244	\$16,850	\$184	\$17,034	4.9%	0.7%
Northeastern Junior College ¹	\$6,704	\$600	\$7,303	\$7,032	\$603	\$7,635	4.9%	0.6%
Otero Junior College	\$6,704	\$294	\$6,997	\$7,032	\$297	\$7,329	4.9%	1.2%

Pikes Peak Community College	\$16,062	\$303	\$16,365	\$16,850	\$307	\$17,157	4.9%	1.1%
Pueblo Community College	\$16,062	\$564	\$16,626	\$16,850	\$568	\$17,418	4.9%	0.8%
Red Rocks Community College	\$16,062	\$298	\$16,360	\$16,850	\$530	\$17,380	4.9%	78.2%
Trinidad State Junior College	\$6,704	\$435	\$7,139	\$7,032	\$439	\$7,471	4.9%	0.9%
Aims Community College	\$12,758	\$260	\$13,018	\$12,757	\$260	\$13,017	0.0%	0.0%
Colorado Mountain College	\$11,190	\$180	\$11,370	\$12,870	\$100	\$12,970	15.0%	-44.4%
Average Four Year Institutions	\$21,741	\$1,809	\$23,550	\$22,771	\$1,865	\$24,635	5.0%	5.9%
Average Two Year Institutions	\$12,397	\$384	\$12,781	\$13,039	\$497	\$13,444	5.3%	5.6%
Average All Institutions	\$15,959	\$981	\$16,940	\$17,402	\$1,054	\$18,418	5.1%	5.8%

Tuition and Fee Interstate Comparisons

State appropriations are the key incentive to keeping tuition low and play the biggest role in determining the actual tuition rate charged to students. According to the State Higher Education Executive Officer's (SHEEO) annual State Higher Education Finance (SHEF), Colorado is among the lowest in every measure of state support. Because of this, Colorado's institutions of higher education are especially cognizant of the risk of pricing themselves out of the market by setting tuition rates too high. The chart below, published as part of the Western Interstate Commission on Higher Education (WICHE) Annual Tuition and Fees Report (2016), compares the average cost of resident and nonresident undergraduate tuition and fees across WICHE member states.

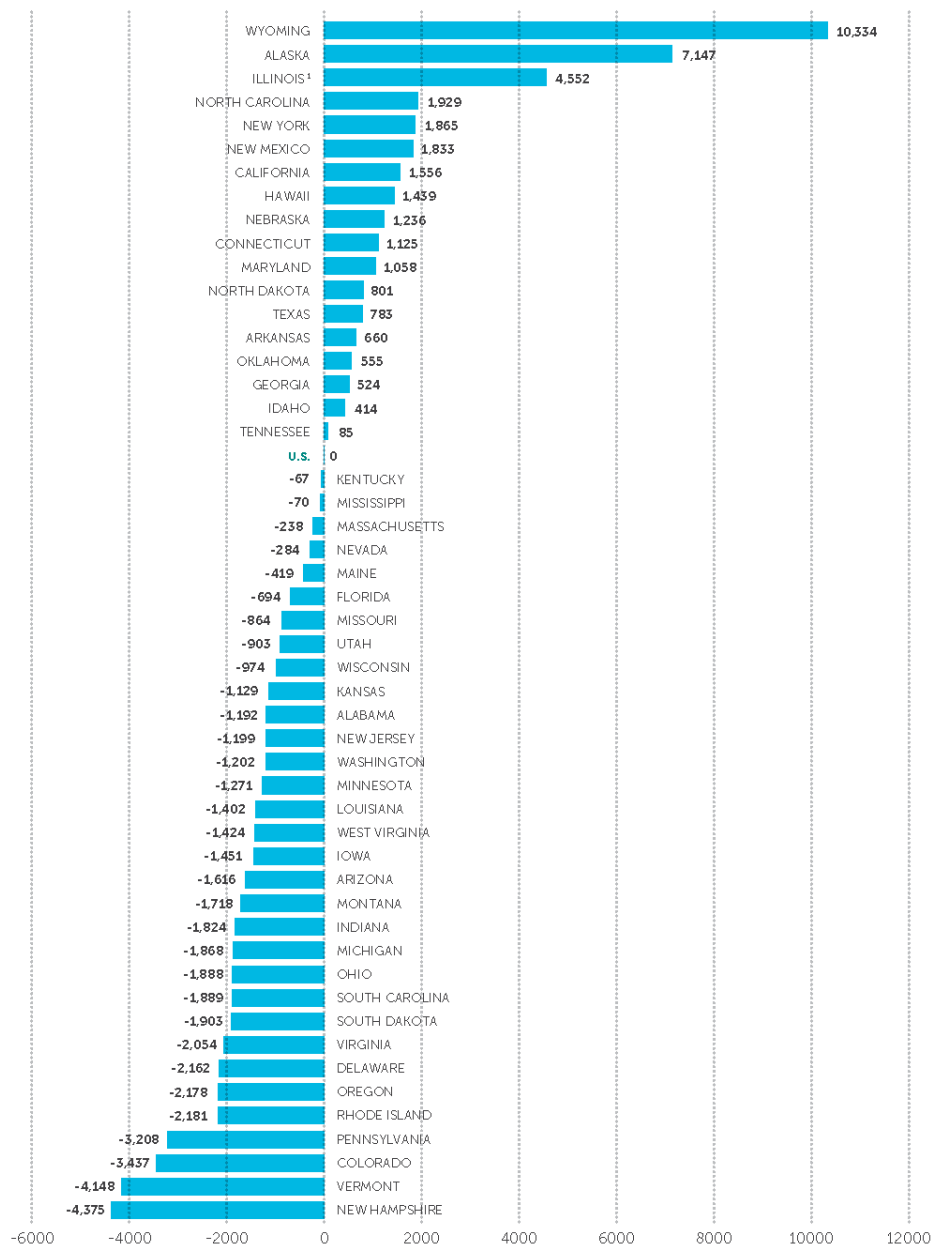
Figure 2.
Undergraduate Tuition and Fees at Public Four-Year Institutions in the WICHE Region: State Averages, 2016-17, 2015-16, 2011-12 and 2006-07

STATE	Fiscal Year				Percent Change		
	2016-17	2015-16	2011-12	2006-07	2015-16 to 2016-17	2011-12 to 2016-17	2006-07 to 2016-17
ALASKA	\$7,223	\$6,806	\$5,448	\$4,445	6.1%	32.6%	62.5%
ARIZONA	10,891	10,639	9,601	4,575	2.4%	13.4%	138.1%
CALIFORNIA	8,754	8,680	8,396	4,220	0.9%	4.3%	107.4%
COLORADO	9,983	9,525	7,398	4,404	4.8%	34.9%	126.7%
HAWAII	8,941	8,549	6,730	3,472	4.6%	32.8%	157.5%
IDAHO	6,847	6,670	5,642	4,110	2.7%	21.4%	66.6%
MONTANA	5,793	5,748	5,397	4,869	0.8%	7.3%	19.0%
NEVADA	6,445	6,198	5,495	3,302	4.0%	17.3%	95.2%
NEW MEXICO	6,097	5,823	4,456	3,323	4.7%	36.8%	83.5%

NORTH DAKOTA					2.5%	12.6%	37.6%
	7,118	6,948	6,320	5,173			
OREGON					3.4%	17.0%	65.8%
	9,114	8,813	7,789	5,498			
SOUTH DAKOTA					0.3%	17.2%	65.8%
	8,504	8,475	7,254	5,129			
UTAH					3.6%	23.8%	76.6%
	6,301	6,084	5,090	3,568			
WASHINGTON					-10.5%	-1.1%	58.1%
	8,537	9,535	8,631	5,400			
WYOMING					3.3%	22.5%	43.8%
	5,055	4,892	4,125	3,515			
AVERAGE	\$8,211	\$8,081	\$7,169	\$4,402	1.6%	14.5%	86.6%

Figure 3 demonstrates how much Colorado appropriates per FTE compared to the national average. Only Vermont and New Hampshire, two traditionally high tuition states, appropriate General Fund on a per-FTE basis lower than Colorado. In 16 states, educational appropriations per FTE are within \$1,000 of the U.S. average and a majority of states are within \$2,000. Colorado appropriates general fund on a per-FTE basis \$3,437 below the national average. In other words, Colorado appropriates \$3,956 per student FTE while the national average per-student FTE appropriation is 6,966.

EDUCATIONAL APPROPRIATIONS PER FTE (ADJUSTED) – DIFFERENCE FROM U.S. AVERAGE, FY 2015



NOTE: 1) For Illinois, a \$1.08 billion back payment in FY 2015 to their historically underfunded higher education pension program resulted in past legacy pension funds accounting for 37% of all educational appropriations

Dollars adjusted by Cost of Living Adjustment and Enrollment Index

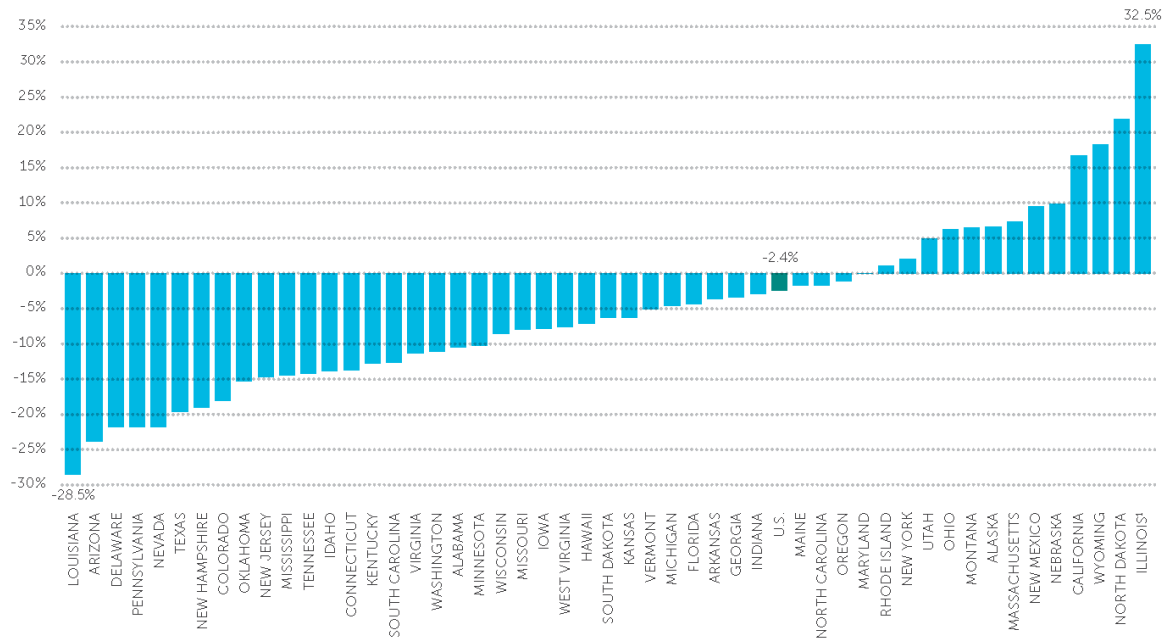
Educational appropriations are a measure of state and local support available for public higher education operating expenses including ARRA funds, and exclude appropriations for independent institutions, financial aid for students attending independent institutions, research, hospitals, and medical education.

SOURCE: State Higher Education Executive Officers

Figure 3.

Figure 4 illustrates the percent change in per-FTE appropriations from 2010-2015. Once again, Colorado is on the low end of the funding spectrum, having decreased per-FTE funding by nearly 20% since 2010.

**PUBLIC HIGHER EDUCATION EDUCATIONAL APPROPRIATIONS PER FTE:
PERCENT CHANGE, FY 2010-2015**



NOTE: 1) For Illinois, a \$1.08 billion back payment in FY 2015 to their historically underfunded higher education pension program resulted in past legacy pension funds accounting for 37% of all educational appropriations.

Dollars adjusted by 2015 HECA, Cost of Living Adjustment, and Enrollment Index.

SOURCE: State Higher Education Executive Officers

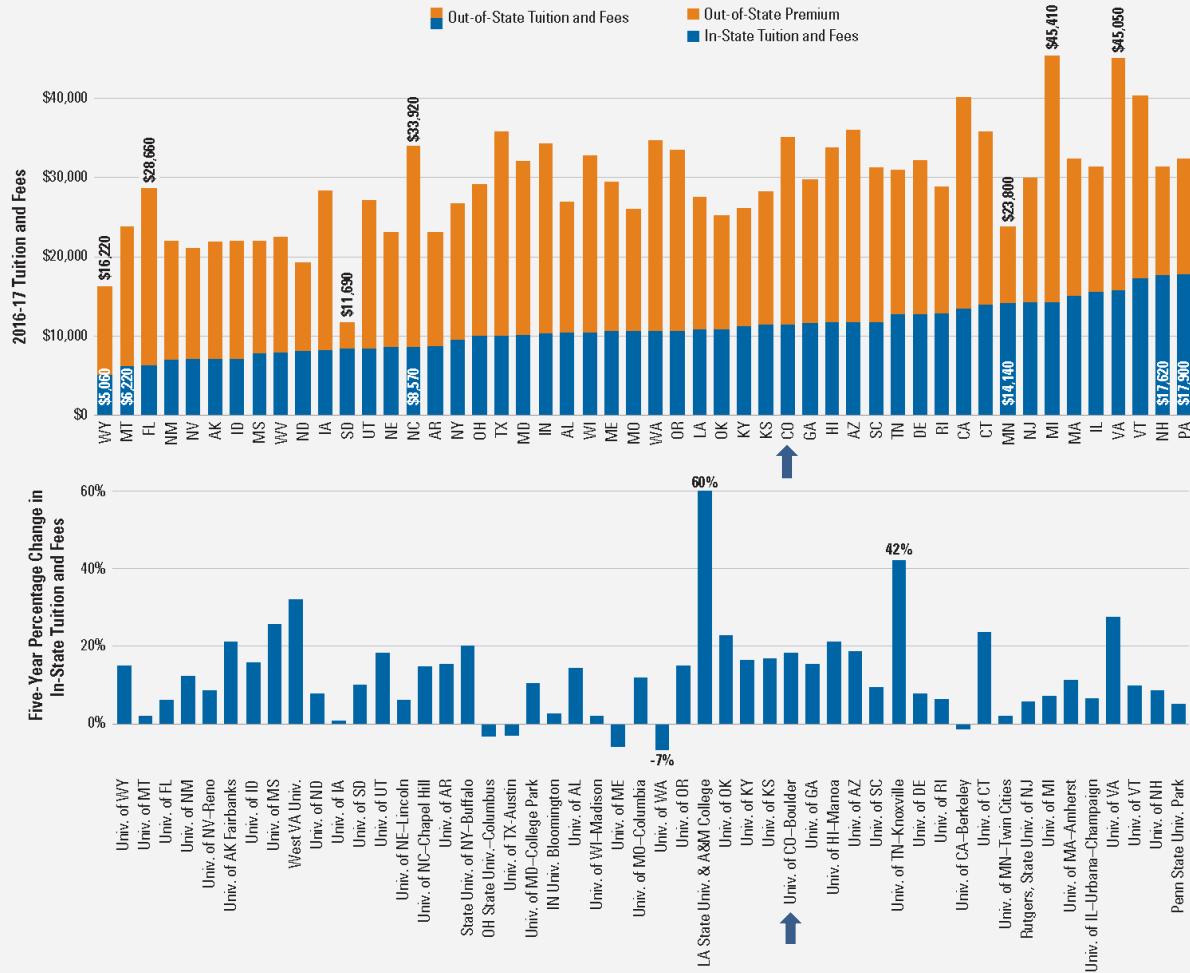
Figure 4.

On an institutional level, despite some of the lowest levels of General Fund investment in the country, Colorado's flagship institution, University of Colorado Boulder also falls near the median (32nd) in resident undergraduate tuition. University of Colorado Boulder has also maintained relatively stable resident and nonresident tuition rates in the past five years, despite large swings in state appropriations. The average resident tuition and fee rate at Colorado's other four year institutions is \$9,842, \$192 higher than the national average of \$9,650, but still near the median (35th). New Hampshire, which has the lowest level of state funding per FTE, has a much higher resident tuition and fee rate of \$15,650. In contrast, Wyoming, which receives the greatest amount of state funding per FTE, has the lowest resident tuition and fee rate in the country \$5,060. Colorado's resident rate for public two year institutions is near the median, but note the national average rate is somewhat skewed by California and New Mexico's low rates.

Tuition and Fees by State: Flagship Universities

In 2016-17, published tuition and fees for full-time first-year in-state students at flagship universities range from \$5,060 at the University of Wyoming and \$6,220 at the University of Montana to \$17,620 at the University of New Hampshire and \$17,900 at Penn State, University Park.

FIGURE 8 2016-17 Tuition and Fees at Flagship Universities and Five-Year Percentage Change in Inflation-Adjusted Tuition and Fees



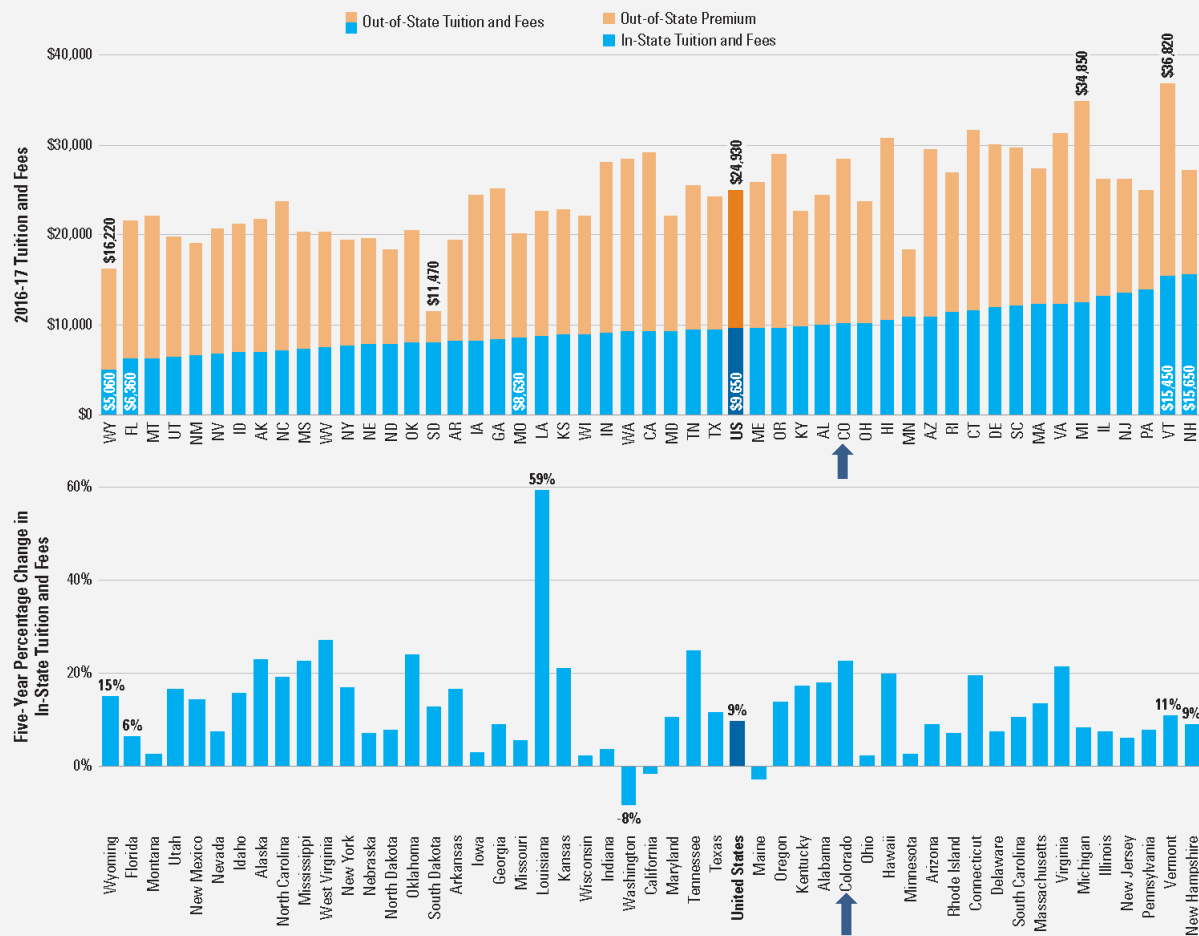
SOURCE: College Board, Annual Survey of Colleges.

Figure 5.

Tuition and Fees by State: Public Four-Year

In 2016-17, average published tuition and fee prices for in-state students at public four-year institutions range from \$5,060 in Wyoming and \$6,360 in Florida to \$15,450 in Vermont and \$15,650 in New Hampshire.

FIGURE 7 Average 2016-17 In-State and Out-of-State Tuition and Fees at Public Four-Year Institutions by State and Five-Year Percentage Change in Inflation-Adjusted In-State Tuition and Fees



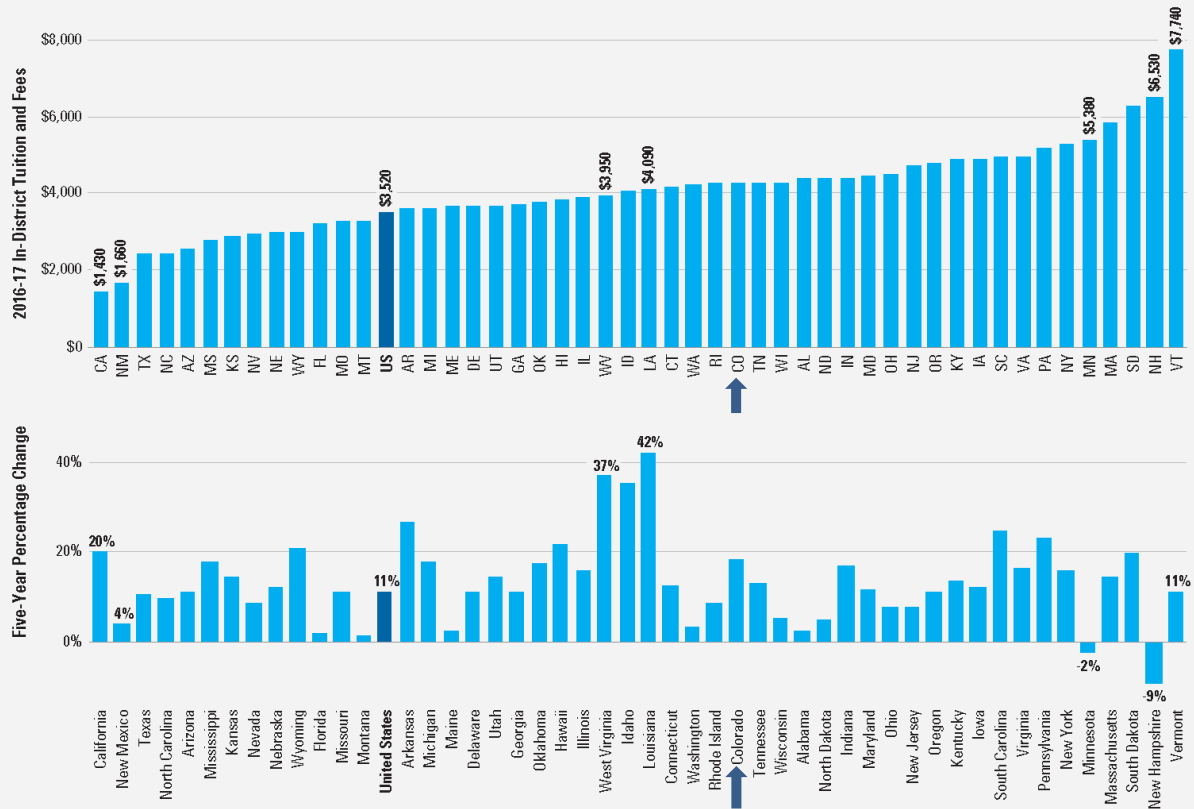
SOURCE: College Board, Annual Survey of Colleges.

Figure 6.

Tuition and Fees by State: Public Two-Year

In 2016-17, average published tuition and fee prices for in-district students at public two-year institutions range from \$1,430 in California and \$1,660 in New Mexico to \$6,530 in New Hampshire and \$7,740 in Vermont.

FIGURE 6 Average 2016-17 In-District Tuition and Fees at Public Two-Year Institutions by State and Five-Year Percentage Change in Inflation-Adjusted Tuition and Fees



NOTE: Alaska is not included in Figure 6 because it does not have a separate community college system.

SOURCE: College Board, Annual Survey of Colleges.

Figure 7.

Financial Aid

One of the ways institutions attempt to mitigate the cost of attendance is through institution and foundation-based financial assistance. Strong financial aid programs have also been shown to enhance retention and completion, especially among low and middle income students. Table 3 shows the various sources of grant aid, outside of institutional aid and the total amount awarded in FY 15-16. For a more comprehensive overview of the types and amounts of financial aid awarded to students at Colorado's institutions of higher education, please reference the 2016 Financial Aid Report, available online or by request.

<i>Type of Aid</i>	<i>Total Grant Aid FY 15-16</i>
Institutional	\$596,168,126
Federal	\$343,016,723
State	\$170,194,622
Other	\$95,645,769
Total	\$1,205,025,240



COLORADO

Colorado Commission on Higher Education

Department of Higher Education

Tuition and Fees Report Fiscal Year 2016-17 Appendices

1560 Broadway, Suite 1600 • Denver, Colorado 80204 • (303) 866-2723
DIANE DUFFY, INTERIM EXECUTIVE DIRECTOR

Appendix A
One-Year Change In-State Undergraduate Tuition and Fees (30 Credit Hours Per Academic Year)

Institution	FY 2015-16 Resident Tuition (30 CHRS)	FY 2015-16 Student Fees	FY 2015-16 Tuition and Fees (30 CHRS)	FY 2016-17 Resident Tuition (30 CHRS)	FY 2016-17 Student Fees	FY 2016-17 Tuition and Fees (30 CHRS)	% Increase Resident Tuition	% Increase Resident Fees	% Increase Resident Tuition & Fees
University of Colorado - Boulder									
All-Other	\$9,312	\$1,778	\$11,090	\$9,768	\$1,763	\$11,531	4.9%	(0.8%)	4.0%
Business	\$13,896	\$1,778	\$15,674	\$14,592	\$1,763	\$16,355	5.0%	(0.8%)	4.3%
Engineering	\$12,312	\$1,778	\$14,090	\$12,912	\$1,763	\$14,675	4.9%	(0.8%)	4.2%
Media, Communication and Information	\$10,824	\$1,778	\$12,602	\$11,352	\$1,763	\$13,115	4.9%	(0.8%)	4.1%
Music	\$9,624	\$1,778	\$11,402	\$10,104	\$1,763	\$11,867	5.0%	(0.8%)	4.1%
University of Colorado - Colorado Springs									
Linear Freshman & Sophomore	\$7,980	\$1,448	\$9,428	\$8,280	\$1,583	\$9,863	3.8%	9.3%	4.6%
Linear Junior/Senior in LAS or SPA	\$8,610	\$1,448	\$10,058	\$9,000	\$1,583	\$10,583	4.5%	9.3%	5.2%
Linear Junior/Senior in COB or EAS	\$9,810	\$1,448	\$11,258	\$10,260	\$1,583	\$11,843	4.6%	9.3%	5.2%
Linear Junior/Senior in Beth El	\$11,070	\$1,448	\$12,518	\$11,490	\$1,583	\$13,073	3.8%	9.3%	4.4%
University of Colorado - Denver									
Lower Level	\$9,090	\$1,299	\$10,389	\$9,420	\$1,321	\$10,741	3.6%	20.6%	5.6%
Upper Level	\$9,420	\$1,299	\$10,719	\$9,420	\$1,321	\$10,741	0.0%	20.6%	2.1%
School of Nursing	\$11,850	\$297	\$12,147	\$12,300	\$1,321	\$13,621	3.8%	0.1%	3.5%
Business, Engineering and Applied Sci	N/A	N/A	N/A	\$10,170	\$1,321	\$11,491	N/A	N/A	N/A
Digital Animation	N/A	N/A	N/A	\$30,360	\$1,321	\$31,681	N/A	N/A	N/A
Colorado State University									
Resident	\$8,300	\$2,257	\$10,557	\$8,716	\$2,336	\$11,052	5.0%	3.5%	4.7%
Level I	\$9,770	\$2,257	\$12,027	\$10,246	\$2,336	\$12,582	4.9%	3.5%	4.6%
Level II	\$10,250	\$2,257	\$12,507	\$10,756	\$2,336	\$13,092	4.9%	3.5%	4.7%
Level III	\$10,910	\$2,257	\$13,167	\$11,446	\$2,336	\$13,782	4.9%	3.5%	4.7%
Colorado State University - Pueblo									
Base	\$6,159	\$2,123	\$8,281	\$6,158	\$2,250	\$8,408	0.0%	6.0%	1.5%
Differential	\$7,020	\$2,123	\$9,142	\$6,999	\$2,250	\$9,249	-0.3%	6.0%	1.2%
Fort Lewis College									
Resident	\$5,856	\$1,745	\$7,601	\$6,220	\$1,745	\$7,965	6.2%	0.0%	4.8%
University of Northern Colorado									
Resident	\$6,372	\$1,794	\$8,166	\$6,906	\$1,982	\$8,888	8.4%	10.5%	8.8%
Music, Theatre, and Dance	\$7,452	\$1,794	\$9,246	\$7,986	\$1,982	\$9,968	7.2%	10.5%	7.8%
Nursing	\$8,292	\$1,794	\$10,086	\$8,826	\$1,982	\$10,808	6.4%	10.5%	7.2%
Business	\$7,572	\$1,794	\$9,366	\$8,106	\$1,982	\$10,088	7.1%	10.5%	7.7%
Sciences	\$6,912	\$1,794	\$8,706	\$7,446	\$1,982	\$9,428	7.7%	10.5%	8.3%
Adams State University									
Resident	\$5,448	\$3,126	\$8,574	\$5,736	\$3,417	\$9,153	5.3%	9.3%	6.7%
Business	\$5,448	\$3,126	\$8,574	\$5,928	\$3,417	\$9,345	8.8%	9.3%	4.2%
Nursing	\$7,350	\$3,126	\$10,476	\$7,392	\$3,417	\$10,809	0.6%	9.3%	6.2%
Colorado Mesa University									
Resident	\$7,185	\$823	\$8,008	\$7,572	\$823	\$8,395	5.4%	0.0%	4.8%
Metropolitan State University of Denver									
Resident	\$5,222	\$1,198	\$6,420	\$5,693	\$1,237	\$6,930	9.0%	3.2%	7.9%
Western State Colorado University									
Resident	\$5,844	\$2,607	\$8,451	\$6,312	\$2,881	\$9,193	8.0%	10.5%	8.8%
Colorado School of Mines									
Resident	\$15,225	\$2,128	\$17,353	\$15,690	\$2,152	\$17,842	3.1%	1.1%	2.8%
Colorado Community College System									
Arapahoe Community College	\$3,915	\$202	\$4,117	\$4,107	\$204	\$4,311	4.9%	0.8%	4.7%
CO Northwestern Community College	\$3,915	\$295	\$4,210	\$4,107	\$413.60	\$4,521	4.9%	40.2%	7.4%
Community College of Aurora	\$3,915	\$248	\$4,163	\$4,107	\$250.44	\$4,357	4.9%	0.8%	4.7%
Community College of Denver	\$3,915	\$1,001	\$4,916	\$4,107	\$1,024.32	\$5,131	4.9%	2.3%	4.4%
Front Range Community College	\$3,915	\$478	\$4,393	\$4,107	\$482.66	\$4,590	4.9%	1.1%	4.5%
Lamar Community College	\$3,915	\$414	\$4,329	\$4,107	\$416.00	\$4,523	4.9%	0.5%	4.5%
Morgan Community College	\$3,915	\$182	\$4,097	\$4,107	\$183.68	\$4,291	4.9%	0.7%	4.7%
Northeastern Junior College	\$3,915	\$600	\$4,515	\$4,107	\$603.00	\$4,710	4.9%	0.6%	4.3%
Otero Junior College	\$3,915	\$294	\$4,209	\$4,107	\$297.28	\$4,404	4.9%	1.2%	4.6%
Pikes Peak Community College	\$3,915	\$303	\$4,218	\$4,107	\$306.50	\$4,414	4.9%	1.1%	4.6%
Pueblo Community College	\$3,915	\$564	\$4,479	\$4,107	\$568.38	\$4,675	4.9%	0.8%	4.4%
Red Rocks Community College	\$3,915	\$298	\$4,213	\$4,107	\$530.48	\$4,637	4.9%	78.2%	10.1%
Trinidad State Junior College	\$3,915	\$435	\$4,350	\$4,107	\$439.00	\$4,546	4.9%	0.9%	4.5%
Aims Community College									
In District Resident	\$2,021	\$260	\$2,281	\$2,021	\$260	\$2,281	0.0%	0.0%	0.0%
In District - Low Differential	\$3,554	\$260	\$3,814	\$3,554	\$260	\$3,814	0.0%	0.0%	0.0%
In District - Medium Differential	\$3,708	\$260	\$3,968	\$3,708	\$260	\$3,968	0.0%	0.0%	0.0%
In District - High Differential	\$3,863	\$260	\$4,123	\$3,863	\$260	\$4,123	0.0%	0.0%	0.0%
Out of District Resident	\$3,172	\$260	\$3,432	\$3,172	\$260	\$3,432	0.0%	0.0%	0.0%
Out of District - Low Differential	\$6,180	\$260	\$6,440	\$6,180	\$260	\$6,440	0.0%	0.0%	0.0%
Out of District - Medium Differential	\$6,475	\$260	\$6,735	\$6,475	\$260	\$6,735	0.0%	0.0%	0.0%
Out of District - High Differential	\$6,802	\$260	\$7,062	\$10,202	\$260	\$10,462	50.0%	0.0%	48.2%
Colorado Mountain College ¹									
100/200 Level In District	\$1,710	\$180	\$1,890	\$3,690	\$100	\$1,860	8.8%	(44.4%)	3.7%
300/400 Level In District	\$2,970	\$180	\$3,150	\$6,150	\$100	\$2,970	0.0%	(44.4%)	-2.5%
100/200 Level In State	\$3,210	\$180	\$3,390	\$3,810	\$100	\$3,910	18.7%	(44.4%)	15.3%
300/400 Level In State	\$6,360	\$180	\$6,540	\$6,360	\$100	\$6,460	0.0%	(44.4%)	-1.2%

Notes:

N/A denotes a year in which the stated differential no longer exists.
Dark shading denotes what CCHE & DHE consider to be the "Base Tuition Rate" when differentials exist
¹ Fees at Colorado Mountain College do not apply to campuses without residence halls.

Appendix B Percent change in 5 Year History of Out-of-State Undergraduate Tuition Differentials (30 Credit Hours Per Academic Year)							
Institution	FY 2011-12 Resident Tuition	FY 2012-13 Resident Tuition	FY 2013-14 Resident Tuition	FY 2014-15 Resident Tuition	FY 2015-16 Resident Tuition	FY 2016-17 Resident Tuition	5 Year % Increase Resident Tuition
University of Colorado - Boulder							
All-Other	\$7,672	\$8,056	\$8,760	\$9,048	\$9,312	\$9,768	21.3%
Business	\$12,262	\$12,646	\$13,344	\$13,632	\$13,896	\$14,592	15.4%
Engineering	\$10,666	\$11,048	\$11,760	\$12,048	\$12,312	\$12,912	16.9%
Media, Communication and Information	\$7,966	\$8,348	\$9,072	\$9,360	\$10,824	\$11,352	36.0%
Music	N/A	N/A	N/A	N/A	\$9,624	\$10,104	N/A
University of Colorado - Colorado Springs							
Linear Freshman & Sophomore	\$6,720	\$7,050	\$7,470	\$7,710	\$7,980	\$8,280	17.4%
Linear Junior/Senior in LAS or SPA	\$7,230	\$7,590	\$8,040	\$8,310	\$8,610	\$9,000	18.6%
Linear Junior/Senior in COB or EAS	\$8,250	\$8,670	\$9,180	\$9,480	\$9,810	\$10,260	18.3%
Linear Junior/Senior in Beth El	\$9,630	\$10,110	\$10,710	\$11,070	\$11,070	\$11,490	13.6%
University of Colorado - Denver							
Lower Level	\$6,776	\$7,980	\$8,460	\$8,760	\$9,090	\$9,420	18.0%
Upper Level	\$7,272	\$8,580	\$9,098	\$9,420	\$9,420	\$9,420	9.8%
School of Nursing	\$9,900	\$10,200	\$10,800	\$11,445	\$11,850	\$12,300	20.6%
Business, Engineering and Applied Sci	N/A	N/A	N/A	N/A	N/A	\$10,170	N/A
Digital Animation	N/A	N/A	N/A	N/A	N/A	\$30,360	N/A
Colorado State University							
Resident	\$6,307	\$6,875	\$7,494	\$7,868	\$8,300	\$8,716	26.8%
Level I	\$7,057	\$7,925	\$8,844	\$8,073	\$9,830	\$10,246	29.3%
Level II	\$7,357	\$8,225	\$9,294	\$8,798	\$10,250	\$10,756	30.8%
Level III	\$7,657	\$8,675	\$9,834	\$9,113	\$10,910	\$11,446	31.9%
Colorado State University - Pueblo							
Base	\$4,592	\$5,494	\$5,494	\$5,824	\$6,159	\$6,158	12.1%
Differential	\$5,282	\$6,244	\$6,244	\$6,221	\$7,020	\$6,999	12.1%
Fort Lewis College							
Resident	\$4,048	\$4,800	\$5,232	\$5,544	\$5,856	\$6,360	32.5%
University of Northern Colorado							
Resident	\$5,300	\$5,464	\$5,748	\$6,024	\$6,372	\$6,906	26.4%
Music, Theatre, and Dance	\$6,380	\$6,544	\$6,828	\$7,104	\$7,452	\$6,978	6.6%
Nursing	\$7,220	\$7,384	\$7,668	\$7,944	\$8,292	\$7,034	-4.7%
Business	\$6,500	\$6,664	\$6,948	\$7,224	\$7,572	\$6,986	4.8%
Sciences	\$5,840	\$6,004	\$6,288	\$6,564	\$6,912	\$6,942	15.6%
Adams State University ¹							
Resident	\$3,312	\$3,816	\$4,872	\$5,160	\$5,448	\$5,736	50.3%
Business	\$3,552	\$3,981	\$5,160	\$5,472	\$5,448	\$5,928	48.9%
Nursing	\$3,672	\$4,206	\$6,432	\$6,816	\$7,350	\$7,392	75.7%
Colorado Mesa University							
Freshmen	\$5,780	\$6,102	\$6,438	\$6,812	\$7,185	\$7,572	24.1%
Sophomore-Senior ²	\$5,394	\$5,694	N/A	N/A	N/A	N/A	N/A
Metropolitan State University of Denver							
Resident	\$3,809	\$4,304	\$4,691	\$4,973	\$5,222	\$5,693	32.3%
Western State Colorado University							
Resident	\$3,922	\$4,627	\$5,275	\$5,539	\$5,844	\$6,312	36.4%
Colorado School of Mines							
Resident	\$12,585	\$13,590	\$14,400	\$14,790	\$15,225	\$15,690	15.5%
Colorado Community College System							
Arapahoe Community College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Colorado Northwestern Community College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Community College of Aurora	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Community College of Denver	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Front Range Community College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Lamar Community College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Morgan Community College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Northeastern Junior College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Otero Junior College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Pikes Peak Community College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Pueblo Community College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Red Rocks Community College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Trinidad State Junior College	\$3,176	\$3,383	\$3,585	\$3,747	\$3,915	\$4,107	21.4%
Aims Community College							
In District Resident	\$2,021	\$2,021	\$2,021	\$2,021	\$2,021	\$2,021	0.0%
In District - Low Differential	\$3,554	\$3,554	\$3,554	\$3,554	\$3,554	\$3,554	0.0%
In District - Medium Differential	\$3,708	\$3,708	\$3,708	\$3,708	\$3,708	\$3,708	0.0%
In District - High Differential	\$3,863	\$3,863	\$3,863	\$3,863	\$3,863	\$3,863	0.0%

Out of District Resident	\$3,172	\$3,172	\$3,172	\$3,172	\$3,172	\$3,172	0.0%
Out of District - Low Differential	\$6,180	\$6,180	\$6,180	\$6,180	\$6,180	\$6,180	0.0%
Out of District - Medium Differential	\$6,475	\$6,475	\$6,475	\$6,475	\$6,475	\$6,475	0.0%
Out of District - High Differential	\$6,802	\$6,802	\$6,802	\$6,802	\$6,802	\$10,202	50.0%

Colorado Mountain College							
100/200 Level In District	\$1,590	\$1,680	\$1,680	\$1,710	\$1,710	\$1,860	10.7%
300/400 Level In District	\$2,850	\$2,850	\$2,850	\$2,970	\$2,970	\$2,970	4.2%
100/200 Level In State	\$2,670	\$2,850	\$2,850	\$3,015	\$3,210	\$3,810	33.7%
300/400 Level In State	\$6,000	\$6,000	\$6,000	\$6,360	\$6,360	\$6,360	6.0%

NOTE:

Gray shading denotes a year in which the stated differential did not exist, but the base or equivalent differential is provided as a proxy for comparison purposes.

N/A denotes a year in which the stated tuition differential no longer exists.

¹ In 2013-14, Adams State University converted a portion of their fees to tuition.

² 2012-13 was the final year for the returning phase in rate at Colorado Mesa University.

Appendix C

5 Year History of Undergraduate Mandatory Fees (30 Credit Hours per Academic Year)

* Includes mandatory fees paid by all enrolled students. Institutions may utilize course or program specific fees or charges-for-service which are not listed.

Institution	% Change FY2010-11 to FY2011-12	% Change FY2011-12 to FY2012-13	% Change FY2012-13 to FY2013-14	% Change FY2013-14 to FY2014- 15	% Change FY2014-15 to FY2015- 16	% Change FY2015-16 to FY2016- 17
University of Colorado - Boulder						
All-Other	9.3%	5.0%	8.7%	3.3%	2.9%	4.9%
Business	9.3%	3.1%	5.5%	2.2%	1.9%	5.0%
Engineering	9.4%	3.6%	6.4%	2.4%	2.2%	4.9%
Media, Communication and Information	9.4%	4.8%	8.7%	3.2%	15.6%	4.9%
Music	N/A	N/A	N/A	N/A	N/A	N/A
University of Colorado - Colorado Springs						
Incoming Freshman	7.2%	4.9%	6.0%	3.2%	3.5%	3.8%
Linear Junior/Senior in LAS or SPA	7.1%	5.0%	5.9%	3.4%	3.6%	4.5%
Linear Junior/Senior in COB or EAS	7.0%	5.1%	5.9%	3.3%	3.5%	4.6%
Linear Junior/Senior in Beth El	7.0%	5.0%	5.9%	3.4%	0.0%	3.8%
University of Colorado - Denver						
Lower Level	9.0%	17.8%	6.0%	3.5%	3.8%	3.6%
Upper Level	9.0%	18.0%	6.0%	3.5%	0.0%	0.0%
School of Nursing	3.1%	3.0%	5.9%	6.0%	3.5%	3.8%
Business, Engineering and Applied Sci						
Digital Animation						
Colorado State University						
Resident	20.0%	9.0%	9.0%	5.0%	5.5%	5.0%
Level I	N/A	12.3%	11.6%	-8.7%	21.8%	4.2%
Level II	N/A	11.8%	13.0%	-5.3%	16.5%	4.9%
Level III	N/A	13.3%	13.4%	-7.3%	19.7%	4.9%
Colorado State University - Pueblo						
Base	12.9%	19.6%	0.0%	6.0%	5.8%	0.0%
Differential	12.9%	18.2%	0.0%	-0.4%	12.8%	-0.3%
Fort Lewis College						
Resident	19.8%	18.6%	9.0%	6.0%	5.6%	8.6%
University of Northern Colorado						
Resident	13.2%	3.1%	5.2%	4.8%	5.8%	8.4%
Music, Theatre, and Dance	18.5%	2.6%	4.3%	4.0%	4.9%	-6.4%
Nursing	19.4%	2.3%	3.8%	3.6%	4.4%	-15.2%
Business	16.8%	2.5%	4.3%	4.0%	4.8%	-7.7%
Sciences	N/A	2.8%	4.7%	4.4%	5.3%	0.4%
Adams State University ¹						
Resident	12.2%	15.2%	27.7%	5.9%	5.6%	5.3%
Business	20.3%	12.1%	29.6%	6.0%	-0.4%	8.8%
Nursing	24.4%	14.5%	52.9%	6.0%	7.8%	0.6%
Colorado Mesa University						
Freshmen	5.5%	5.6%	5.5%	5.8%	5.5%	5.4%
Sophomore-Senior ¹	5.5%	5.6%	N/A	N/A	N/A	N/A
Metropolitan State University of Denver						
Resident	22.6%	13.0%	9.0%	6.0%	5.0%	9.0%
Western State Colorado University						
Resident	14.6%	18.0%	14.0%	5.0%	5.5%	8.0%
Colorado School of Mines						
Resident	9.0%	8.0%	6.0%	2.7%	2.9%	3.1%
Colorado Community College System						
Arapahoe Community College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Colorado Northwestern Community College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Community College of Aurora	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Community College of Denver	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Front Range Community College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Lamar Community College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Morgan Community College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Northeastern Junior College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Otero Junior College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Pikes Peak Community College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Pueblo Community College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Red Rocks Community College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Trinidad State Junior College	10.0%	6.5%	6.0%	4.5%	4.5%	4.9%
Aims Community College						
In District Resident	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%
In District - Low Differential	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%
In District - Medium Differential	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%
In District - High Differential	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out of District Resident	9.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out of District - Low Differential	9.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out of District - Medium Differential	9.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out of District - High Differential	9.0%	0.0%	0.0%	0.0%	0.0%	50.0%
Colorado Mountain College						
100/200 Level In District	8.2%	5.7%	0.0%	1.8%	0.0%	115.8%
300/400 Level In District	N/A	0.0%	0.0%	4.2%	0.0%	107.1%
100/200 Level In State	8.5%	6.7%	0.0%	5.8%	6.5%	18.7%
300/400 Level In State	N/A	0.0%	0.0%	6.0%	0.0%	0.0%

Appendix D One-Year Change Non-Resident, Undergraduate Tuition and Fees (30 Credit Hours Per Academic Year)

Institution	FY 2015-16 Non-Res Tuition	FY 2015-16 Student Fees	FY 2015-16 Tuition and Fees	FY 2016-17 Non-Res Tuition	FY 2016-17 Student Fees	FY 2016-17 Tuition and Fees	% Increase Non-Resident Tuition	% Increase Non-Resident Fees	% Increase Non-Resident Tuition & Fees
University of Colorado - Boulder									
All-Other	\$32,346	\$1,778	\$34,124	\$33,316	\$1,763	\$35,079	3.0%	-0.8%	2.8%
Business	\$35,352	\$1,778	\$37,130	\$36,412	\$1,763	\$38,175	3.0%	-0.8%	2.8%
Engineering	\$35,082	\$1,778	\$36,860	\$36,134	\$1,763	\$37,897	3.0%	-0.8%	2.8%
Media, Communication and Information	\$33,846	\$1,778	\$35,624	\$30,204	\$1,763	\$31,967	-10.8%	-0.8%	-10.3%
University of Colorado - Colorado Springs									
Linear Freshman & Sophomore	\$20,850	\$1,448	\$22,298	\$21,690	\$1,583	\$23,273	4.0%	9.3%	4.4%
Linear Junior/Senior in LAS or SPA	\$21,630	\$1,448	\$23,078	\$22,620	\$1,583	\$24,203	4.6%	9.3%	4.9%
Linear Junior/Senior in COB or EAS	\$22,410	\$1,448	\$23,858	\$23,430	\$1,583	\$25,013	4.6%	9.3%	4.8%
Linear Junior/Senior in Beth El	\$22,410	\$1,448	\$23,858	\$22,410	\$1,583	\$23,993	0.0%	9.3%	0.6%
University of Colorado - Denver									
Lower and Upper Level	\$28,020	\$1,299	\$29,319	\$29,040	\$1,321	\$30,361	3.6%	1.7%	3.6%
School of Nursing	\$26,250	\$297	\$26,547	\$26,700	\$1,321	\$28,021	1.7%	344.8%	5.6%
Business, Engineering and Applied Sci	N/A	N/A	N/A	\$29,790	\$1,321	\$31,111	N/A	N/A	N/A
Digital Animation	N/A	N/A	N/A	\$31,506	\$1,321	\$32,827	N/A	N/A	N/A
Colorado State University									
Non-Resident	\$25,010	\$2,257	\$27,267	\$26,010	\$2,336	\$28,346	4.0%	3.5%	4.0%
Level I	\$26,480	\$2,257	\$28,737	\$26,775	\$2,336	\$29,111	1.1%	3.5%	1.3%
Level II	\$26,960	\$2,257	\$29,217	\$27,030	\$2,336	\$29,366	0.3%	3.5%	0.5%
Level III	\$27,620	\$2,257	\$29,877	\$27,375	\$2,336	\$29,711	-0.9%	3.5%	-0.6%
Colorado State University - Pueblo									
Base	\$17,729	\$2,123	\$19,851	\$21,851	\$2,250	\$24,101	23.3%	6.0%	21.4%
Differential	\$18,569	\$2,123	\$20,692	\$22,692	\$2,250	\$24,942	22.2%	6.0%	20.5%
Fort Lewis College									
Non-Resident	\$16,072	\$1,745	\$17,817	\$16,072	\$1,745	\$17,817	0.0%	0.0%	0.0%
University of Northern Colorado									
Non-Resident	\$17,958	\$1,794	\$19,752	\$18,492	\$1,982	\$20,474	3.0%	10.5%	3.7%
Music, Theatre, and Dance	\$19,038	\$1,794	\$20,832	\$19,572	\$1,982	\$21,554	2.8%	10.5%	3.5%
Nursing	\$19,878	\$1,794	\$21,672	\$20,412	\$1,982	\$22,394	2.7%	10.5%	3.3%
Business	\$19,158	\$1,794	\$20,952	\$19,692	\$1,982	\$21,674	2.8%	10.5%	3.4%
Sciences	\$18,498	\$1,794	\$20,292	\$19,032	\$1,982	\$21,014	2.9%	10.5%	3.6%
Adams State University									
Non-Resident	\$11,580	\$3,126	\$14,706	\$15,960	\$3,417	\$19,377	37.8%	9.3%	31.8%
Colorado Mesa University									
Base	\$18,540	\$823	\$19,363	\$19,530	\$823	\$20,353	5.3%	0.0%	5.1%
Metropolitan State University of Denver									
Non-Resident	\$18,859	\$1,198	\$20,057	\$18,859	\$1,237	\$20,096	0.0%	3.2%	0.2%
Colorado HS/GED Tuition	\$8,676	\$1,198	\$9,874	N/A	N/A	N/A	N/A	N/A	N/A
Western State Colorado University									
Non-Resident	\$16,848	\$2,607	\$19,455	\$17,616	\$2,881	\$20,497	4.6%	10.5%	5.4%
Colorado School of Mines									
Non-Resident	\$32,700	\$2,128	\$34,828	\$34,020	\$2,152	\$36,172	4.0%	1.1%	3.9%
Colorado Community College System									
Arapahoe Community College	\$16,062	\$202	\$16,264	\$16,850	\$204	\$17,053	4.9%	0.7%	4.9%
Colorado Northwestern Community College	\$6,704	\$295	\$6,999	\$7,032	\$414	\$7,446	4.9%	40.2%	6.4%
Community College of Aurora	\$16,062	\$248	\$16,310	\$16,850	\$250	\$17,100	4.9%	0.8%	4.8%
Community College of Denver	\$16,062	\$1,001	\$17,063	\$16,850	\$1,024	\$17,874	4.9%	2.3%	4.7%
Front Range Community College	\$16,062	\$478	\$16,540	\$16,850	\$483	\$17,332	4.9%	1.1%	4.8%
Lamar Community College	\$6,704	\$414	\$7,117	\$7,032	\$416	\$7,448	4.9%	0.5%	4.6%
Morgan Community College	\$16,062	\$182	\$16,244	\$16,850	\$184	\$17,033	4.9%	0.7%	4.9%
Northeastern Junior College ¹	\$6,704	\$600	\$7,303	\$7,032	\$603	\$7,635	4.9%	0.6%	4.5%
Otero Junior College	\$6,704	\$294	\$6,997	\$7,032	\$297	\$7,329	4.9%	1.2%	4.7%
Pikes Peak Community College	\$16,062	\$303	\$16,365	\$16,850	\$307	\$17,156	4.9%	1.1%	4.8%
Pueblo Community College	\$16,062	\$564	\$16,626	\$16,850	\$568	\$17,418	4.9%	0.8%	4.8%
Red Rocks Community College	\$16,062	\$298	\$16,360	\$16,850	\$530	\$17,380	4.9%	78.2%	6.2%
Trinidad State Junior College	\$6,704	\$435	\$7,139	\$7,032	\$439	\$7,471	0.0%	0.9%	4.7%
Aims Community College									
Non-Resident	\$12,758	\$260	\$13,018	\$12,757	\$260	\$13,017	0.0%	0.0%	0.0%
Non-Resident - Low Differential	\$17,735	\$260	\$17,995	\$17,735	\$260	\$17,995	0.0%	0.0%	0.0%
Non-Resident - Medium Differential	\$18,617	\$260	\$18,877	\$18,617	\$260	\$18,877	0.0%	0.0%	0.0%
Non-Resident - High Differential	\$19,530	\$260	\$19,790	\$19,530	\$260	\$19,790	0.0%	0.0%	0.0%
Colorado Mountain College ²									
100/200 Level Non-Resident	\$11,190	\$180	\$11,370	\$12,870	\$100	\$12,970	15.0%	-44.4%	14.1%
300/400 Level Non-Resident	\$12,870	\$180	\$13,050	\$12,870	\$100	\$12,970	0.0%	-44.4%	-0.6%

Note:

* Continuing non-resident students at UCB do not pay annual tuition increases during their studies. The tuition reported is for the entering freshman class.

N/A denotes a year in which the stated differential no longer exists.

Dark shading denotes what CCHE & DHE consider to be the "Base Tuition Rate" when differentials exist

¹ In 2013-14, Northeastern Junior College included room and board fees in non-resident tuition

Appendix E 5 Year History of Non-Resident Undergraduate Tuition Differentials (30 Credit Hours Per Academic Year)

Institution	FY 2011-12 Non-Resident Tuition (30 CHRS)	FY 2012-13 Non-Resident Tuition (30 CHRS)	FY 2013-14 Non-Resident Tuition (30 CHRS)	FY 2014-15 Non-Resident Tuition (30 CHRS)	FY 2015-16 Non-Resident Tuition (30 CHRS)	FY 2016-17 Non-Resident Tuition (30 CHRS)	5 Year % Increase Non-Resident Tuition
University of Colorado - Boulder							
All-Other	\$28,850	\$29,952	\$30,528	\$31,410	\$32,346	\$33,316	11.2%
Business	\$32,400	\$33,462	\$33,804	\$34,416	\$35,352	\$36,412	8.8%
Engineering	\$31,300	\$32,490	\$33,102	\$34,056	\$35,082	\$36,134	11.2%
Media, Communication and Information	\$29,150	\$30,258	\$30,834	\$31,734	\$33,846	\$30,204	-0.2%
University of Colorado - Colorado Springs							
Linear Freshman & Sophomore	\$16,240	\$16,720	\$17,388	\$20,250	\$20,850	\$21,690	29.7%
Linear Junior/Senior in LAS or SPA	\$16,460	\$16,960	\$17,640	\$21,000	\$21,630	\$22,620	33.4%
Linear Junior/Senior in COB or EAS	\$16,760	\$17,260	\$17,960	\$21,750	\$22,410	\$23,430	35.7%
Linear Junior/Senior in Beth El	\$16,760	\$17,260	\$17,960	\$21,750	\$22,410	\$23,410	29.8%
University of Colorado - Denver							
Non-Resident	\$21,138	\$23,124	\$24,940	\$27,030	\$28,020	\$29,040	25.6%
School of Nursing	\$24,570	\$24,570	\$24,570	\$26,040	\$26,250	\$26,250	6.8%
Business, Engineering and Applied Sci	N/A	N/A	N/A	N/A	N/A	\$29,790	N/A
Digital Animation	N/A	N/A	N/A	N/A	N/A	\$31,506	N/A
Colorado State University							
Non-Resident	\$22,007	\$22,667	\$23,347	\$24,048	\$25,010	\$26,010	14.7%
College of Business	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College of Engineering	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Department of Computer Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Upper Division Courses	N/A	N/A	N/A	N/A	N/A	N/A	N/A
High Cost Programs	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level I	\$22,757	\$23,717	\$24,697	\$24,753	\$26,480	\$26,775	12.9%
Level II	\$23,057	\$24,017	\$25,147	\$24,978	\$26,960	\$27,030	12.5%
Level III	\$23,357	\$24,467	\$25,747	\$25,293	\$27,620	\$27,375	11.9%
Colorado State University - Pueblo							
Base	\$15,294	\$15,816	\$15,816	\$16,765	\$17,729	\$17,729	12.1%
Differential	\$15,984	\$16,566	\$16,566	\$17,162	\$18,569	\$18,149	9.6%
Fort Lewis College							
Non-Resident	\$16,072	\$16,072	\$16,072	\$16,072	\$16,072	\$16,072	0.0%
University of Northern Colorado							
Non-Resident	\$16,822	\$16,988	\$17,292	\$17,568	\$17,958	\$18,492	8.9%
Music, Theatre, and Dance	\$17,902	\$18,068	\$18,372	\$18,648	\$19,038	\$19,572	8.3%
Nursing	\$18,742	\$18,908	\$19,212	\$19,488	\$19,878	\$20,412	8.0%
Business	\$18,022	\$18,188	\$18,492	\$18,768	\$19,158	\$19,692	8.3%
Sciences	\$17,362	\$17,528	\$17,832	\$18,108	\$18,498	\$19,032	8.6%
Adams State University							
Non-Resident	\$13,560	\$14,784	\$15,504	\$15,960	\$15,960	\$16,752	13.3%
Colorado Mesa University							
Freshmen	\$15,958	\$16,280	\$17,178	\$18,173	\$18,540	\$19,530	20.0%
Sophomore-Senior ⁺	\$14,894	\$15,195	N/A	N/A	N/A	N/A	N/A
Metropolitan State University of Denver							
Non-Resident	\$14,665	\$15,985	\$16,784	\$17,791	\$18,859	\$18,859	18.0%
Colorado HS/GED Tuition	N/A	\$7,157	\$7,801	\$8,210	\$8,676		N/A
Western State Colorado University							
Non-Resident	\$13,536	\$14,496	\$15,216	\$15,984	\$16,848	\$17,616	21.5%
Colorado School of Mines							
Non-Resident	\$27,270	\$28,620	\$30,330	\$31,470	\$32,700	\$34,020	18.9%
Colorado Community College System							
Arapahoe Community College	\$13,029	\$13,877	\$14,709	\$15,371	\$16,062	\$16,850	21.4%
Colorado Northwestern Community College	\$6,294	\$6,704	\$6,704	\$6,704	\$6,704	\$7,032	4.9%
Community College of Aurora	\$13,029	\$13,877	\$14,709	\$15,371	\$16,062	\$16,850	21.4%
Community College of Denver	\$13,029	\$13,877	\$14,709	\$15,371	\$16,062	\$16,850	21.4%
Front Range Community College	\$13,029	\$13,877	\$14,709	\$15,371	\$16,062	\$16,850	21.4%
Lamar Community College	\$6,294	\$6,704	\$6,704	\$6,704	\$6,704	\$7,032	4.9%
Morgan Community College	\$13,029	\$13,877	\$14,709	\$15,371	\$16,062	\$16,850	21.4%
Northeastern Junior College ²	\$10,421	\$11,099	\$11,765	\$6,704	\$6,704	\$7,032	-36.6%
Otero Junior College	\$6,294	\$6,704	\$6,704	\$6,704	\$6,704	\$7,032	4.9%
Pikes Peak Community College	\$13,029	\$13,877	\$14,709	\$15,371	\$16,062	\$16,850	21.4%
Pueblo Community College	\$13,029	\$13,877	\$14,709	\$15,371	\$16,062	\$16,850	21.4%
Red Rocks Community College	\$13,029	\$13,877	\$14,709	\$15,371	\$16,062	\$16,850	21.4%
Trinidad State Junior College	\$6,294	\$6,704	\$6,704	\$6,704	\$6,704	\$7,032	4.9%
Aims Community College							
Non-Resident	\$12,756	\$12,756	\$12,758	\$12,758	\$12,758	\$12,757	0.0%
Non-Resident - Low Differential	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	0.0%
Non-Resident - Medium Differential	\$18,617	\$18,617	\$18,617	\$18,617	\$18,617	\$18,617	0.0%
Non-Resident - High Differential	\$19,530	\$19,530	\$19,530	\$19,530	\$19,530	\$19,530	0.0%
Colorado Mountain College							
100/200 Level Non-Resident	\$8,370	\$8,970	\$8,970	\$9,510	\$11,190	\$12,870	43.5%
300/400 Level Non-Resident	\$12,150	\$12,150	\$12,150	\$12,870	\$12,870	\$12,870	5.9%

NOTE:

Gray shading denotes a year in which the stated differential did not exist, but the base or equivalent differential is provided as a proxy for comparison purposes.

N/A denotes a year in which the stated tuition differential no longer exists.

¹ 2012-13 was the final year for the returning phase in rate at Colorado Mesa University.

² Before 2014-15, Northeastern Junior College included room and board fees in non-resident tuition

Appendix F Percent change in 5 Year History of Non-Resident Undergraduate Tuition Differentials (30 Credit Hours Per Academic Year)

Institution	% Change FY2010-11 to FY2011-12	% Change FY2011-12 to FY2012-13	% Change FY2012-13 to FY2013-14	% Change FY2013-14 to FY2014-15	% Change FY2014-15 to FY2015-16	% Change FY2015-16 to FY2016-17
University of Colorado - Boulder						
All-Other	3.0%	3.8%	1.9%	3%	3%	3%
Business	2.9%	3.3%	1.0%	2%	3%	3%
Engineering	3.0%	3.8%	1.9%	3%	3%	3%
Media, Communication and Information	3.0%	3.8%	1.9%	3%	7%	-11%
University of Colorado - Colorado Springs						
Linear Freshman & Sophomore	2.0%	3.0%	4.0%	16%	3%	4%
Linear Junior/Senior in LAS or SPA	2.0%	3.0%	4.0%	19%	3%	5%
Linear Junior/Senior in COB or EAS	1.9%	3.0%	4.1%	21%	3%	5%
Linear Junior/Senior in Beth El	1.9%	3.0%	4.1%	21%	3%	0%
University of Colorado - Denver						
Non-Resident	10.5%	9.4%	7.9%	8%	4%	4%
School of Nursing	0.0%	0.0%	0.0%	6%	1%	0%
Business, Engineering and Applied Science						
Digital Animation						
Colorado State University						
Non-Resident	3.0%	3.0%	3.0%	3%	4%	4%
College of Business	N/A	N/A	N/A	N/A	N/A	N/A
College of Engineering	N/A	N/A	N/A	N/A	N/A	N/A
Department of Computer Science	N/A	N/A	N/A	N/A	N/A	N/A
Upper Division Courses	N/A	N/A	N/A	N/A	N/A	N/A
High Cost Programs	N/A	N/A	N/A	N/A	N/A	N/A
Level I	N/A	4.2%	4.1%	0%	7%	1%
Level II	N/A	4.2%	4.7%	-1%	8%	0%
Level III	N/A	4.8%	5.2%	-2%	9%	-1%
Colorado State University - Pueblo						
Base	8.2%	3.4%	0.0%	6%	6%	0%
Differential	8.4%	3.6%	0.0%	4%	8%	-2%
Fort Lewis College						
Non-Resident	0.0%	0.0%	0.0%	0%	0%	0%
University of Northern Colorado						
Non-Resident	6.0%	1.0%	1.8%	2%	2%	3%
Music, Theatre, and Dance	8.0%	0.9%	1.7%	2%	2%	3%
Nursing	8.8%	0.9%	1.6%	1%	2%	3%
Business	7.6%	0.9%	1.7%	1%	2%	3%
Sciences	N/A	1.0%	1.7%	2%	2%	3%
Adams State University						
Non-Resident	5.0%	9.0%	4.9%	3%	0%	5%
Colorado Mesa University						
Freshmen	1.9%	2.0%	5.5%	6%	2%	5%
Sophomore-Senior ¹	1.9%	2.0%	N/A	N/A	N/A	N/A
Metropolitan State University of Denver						
Non-Resident	9.0%	9.0%	5.0%	6%	6%	0%
Colorado HS/GED Tuition	N/A	N/A	9.0%	5%	6%	-100%
Western State Colorado University						
Resident	5.0%	7.1%	5.0%	5%	5%	5%
Colorado School of Mines						
Resident	5.0%	5.0%	6.0%	4%	4%	4%
Colorado Community College System						
Arapahoe Community College	5.0%	6.5%	6.0%	4%	4%	5%
Colorado Northwestern Community College	10.0%	6.5%	0.0%	0%	0%	5%
Community College of Aurora	5.0%	6.5%	6.0%	4%	4%	5%
Community College of Denver	5.0%	6.5%	6.0%	4%	4%	5%
Front Range Community College	5.0%	6.5%	6.0%	4%	4%	5%
Lamar Community College	10.0%	6.5%	0.0%	0%	0%	5%
Morgan Community College	5.0%	6.5%	6.0%	4%	4%	5%
Northeastern Junior College ²	5.0%	6.5%	6.0%	-43%	0%	5%
Otero Junior College	10.0%	6.5%	0.0%	0%	0%	5%
Pikes Peak Community College	5.0%	6.5%	6.0%	4%	4%	5%
Pueblo Community College	5.0%	6.5%	6.0%	4%	4%	5%
Red Rocks Community College	5.0%	6.5%	6.0%	4%	4%	5%
Trinidad State Junior College	10.0%	6.5%	0.0%	0%	0%	5%
Aims Community College						
Non-Resident	5.0%	0.0%	0.0%	0%	0%	0%
Non-Resident - Low Differential	5.0%	0.0%	0.0%	0%	0%	0%
Non-Resident - Medium Differential	5.0%	0.0%	0.0%	0%	0%	0%
Non-Resident - High Differential	5.0%	0.0%	0.0%	0%	0%	0%
Colorado Mountain College						
100/200 Level Non-Resident	9.0%	7.2%	0.0%	6%	18%	15%
300/400 Level Non-Resident	N/A	0.0%	0.0%	6%	0%	0%

NOTE:

Gray shading denotes a year in which the stated differential did not exist, but the base or equivalent differential is provided as a proxy for comparison purposes.

N/A denotes a year in which the stated tuition differential no longer exists.

¹ 2012-13 was the final year for the returning phase in rate at Colorado Mesa University.

Appendix G

5 Year History of Undergraduate Mandatory Fees (30 Credit Hours per Academic Year)

* Includes mandatory fees paid by all enrolled students. Institutions may utilize course or program specific fees or charges-for-service which are not listed.

5 Year History of Undergraduate Mandatory Fees (30 Credit Hours Per Academic Year)

* Includes mandatory fees paid by all enrolled students. Institutions may utilize course or program specific fees or charges-for-service which are not listed.

Institution	FY 2003-04 Student Fees	FY 2011-12 Student Fees	FY 2012-13 Student Fees	FY 2013-14 Student Fees	FY 2014-15 Student Fees	FY 2015-16 Student Fees	FY 2016-17 Student Fees	1 Year % Increase Fees	5 Year % Increase Fees
University of Colorado - Boulder		\$1,480	\$1,426	\$1,587	\$1,741	\$1,778	\$1,763	-0.8%	23.7%
University of Colorado - Colorado Springs		\$1,174	\$1,189	\$1,189	\$1,433	\$1,448	\$1,583	9.3%	33.1%
University of Colorado - Denver		\$926	\$960	\$1,016	\$1,078	\$1,299	\$1,321	1.7%	37.6%
Colorado State University		\$1,735	\$1,774	\$1,819	\$2,029	\$2,257	\$2,336	3.5%	31.7%
Colorado State University - Pueblo		\$1,677	\$1,833	\$1,833	\$2,010	\$2,123	\$2,250	6.0%	22.7%
Fort Lewis College		\$1,544	\$1,662	\$1,691	\$1,708	\$1,745	\$1,745	0.0%	5.0%
University of Northern Colorado		\$1,324	\$1,373	\$1,420	\$1,709	\$1,794	\$1,982	10.5%	44.4%
Adams State University ¹		\$2,315	\$2,632	\$2,577	\$2,855	\$3,126	\$3,417	9.3%	29.8%
Colorado Mesa University		\$768	\$768	\$768	\$813	\$823	\$823	0.0%	7.1%
Metropolitan State University of Denver		\$1,025	\$1,037	\$1,053	\$1,097	\$1,198	\$1,237	3.2%	19.2%
Western State Colorado University		\$1,582	\$1,822	\$2,068	\$2,335	\$2,607	\$2,881	10.5%	58.1%
Colorado School of Mines		\$1,869	\$2,064	\$2,085	\$2,128	\$2,128	\$2,152	1.1%	4.3%
Colorado Community College System									
Arapahoe Community College	\$157.60	\$185	\$192	\$174	\$178	\$202	\$204	0.7%	6.2%
CO Northwestern Community College	\$180.10	\$249	\$280	\$280	\$280	\$295	\$414	40.2%	47.7%
Community College of Aurora	\$113.00	\$179	\$185	\$189	\$194	\$248	\$250	0.8%	35.4%
Community College of Denver	\$247.00	\$652	\$729	\$800	\$833	\$1,001	\$1,024	2.3%	40.5%
Front Range Community College	\$242.50	\$227	\$230	\$282	\$287	\$478	\$483	1.1%	109.9%
Lamar Community College	\$311.00	\$397	\$402	\$405	\$409	\$414	\$416	0.5%	3.5%
Morgan Community College	\$156.10	\$172	\$175	\$177	\$180	\$182	\$184	0.7%	5.0%
Northeastern Junior College	\$569.00	\$595	\$596	\$599	\$599	\$600	\$603	0.6%	1.2%
Otero Junior College	\$170.50	\$206	\$287	\$292	\$299	\$294	\$297	1.2%	3.6%
Pikes Peak Community College	\$125.40	\$274	\$283	\$288	\$296	\$303	\$307	1.1%	8.3%
Pueblo Community College	\$234.00	\$511	\$529	\$537	\$550	\$564	\$568	0.8%	7.4%
Red Rocks Community College	\$216.00	\$243	\$285	\$286	\$292	\$298	\$530	78.2%	86.1%
Trinidad State Junior College	\$344.00	\$406	\$435	\$434	\$445	\$435	\$439	0.9%	0.9%
Aims Community College		\$600	\$600	\$260	\$260	\$260	\$260	0.0%	-56.7%
Colorado Mountain College ²		\$180	\$180	\$180	\$180	\$180	\$100	-44.4%	-44.4%
Average Fees at Four Year Institutions		\$1,452	\$1,545	\$1,592	\$1,745	\$1,860	\$1,957	5.2%	26.7%
Average fees at Two Year Institutions		\$338	\$359	\$346	\$352	\$384	\$405	5.6%	12.8%
Average Fees at All Institutions		\$855	\$910	\$924	\$999	\$1,069	\$1,095	2%	20.4%

NOTE:

¹ In 2013-14, Adams State University converted a portion of their fees to tuition.

² Fees at Colorado Mountain College do not apply to campuses without residence halls.

Appendix H Percent Change in 5 Year History of Undergraduate Mandatory Fees (30 Credit Hours Per Academic Year)							
Institution	% Change From Prior Year	% Change FY2010-11 to FY2011-12	% Change FY2011-12 to FY2012-13	% Change FY2012-13 to FY2013-14	% Change FY2013-14 to FY2014-15	% Change FY2014-15 to FY2015-16	% Change FY2015-16 to FY2016-17
University of Colorado - Boulder		(0.9%)	(3.6%)	11.3%	9.7%	2.1%	-0.8%
University of Colorado - Colorado Springs		2.4%	1.3%	0.0%	20.5%	1.1%	9.3%
University of Colorado - Denver		4.9%	3.7%	5.8%	6.1%	20.5%	1.7%
Colorado State University		0.4%	2.2%	2.6%	11.5%	11.3%	3.5%
Colorado State University - Pueblo		8.4%	9.3%	0.0%	9.7%	5.6%	6.0%
Fort Lewis College		0.0%	7.6%	1.7%	1.0%	2.1%	0.0%
University of Northern Colorado		0.5%	3.7%	3.4%	20.3%	5.0%	10.5%
Adams State University		14.7%	13.7%	(2.1%)	10.8%	9.5%	9.3%
Colorado Mesa University		0.0%	0.0%	(0.0%)	5.9%	1.2%	0.0%
Metropolitan State University of Denver		4.0%	1.2%	1.6%	4.2%	9.2%	3.2%
Western State Colorado University		16.9%	15.2%	13.5%	12.9%	11.7%	10.5%
Colorado School of Mines		0.8%	10.4%	1.0%	2.1%	0.0%	1.1%
Colorado Community College System		1.9%	3.6%	(9.4%)	2.6%	13.4%	0.7%
Arapahoe Community College		0.2%	12.4%	0.0%	0.0%	5.4%	40.2%
Colorado Northwestern Community College		0.6%	3.3%	2.2%	2.4%	28.3%	0.8%
Community College of Aurora		2.4%	11.9%	9.7%	4.1%	20.2%	2.3%
Community College of Denver		(23.4%)	1.5%	22.6%	1.8%	66.4%	1.1%
Front Range Community College		0.7%	1.3%	0.7%	1.1%	1.1%	0.5%
Lamar Community College		1.1%	1.5%	1.1%	1.5%	1.5%	0.7%
Morgan Community College		0.0%	0.2%	0.5%	0.0%	0.1%	0.6%
Northeastern Junior College		0.2%	39.1%	1.7%	2.4%	-1.7%	1.2%
Otero Junior College		1.8%	3.4%	1.8%	2.8%	2.4%	1.1%
Pikes Peak Community College		0.1%	3.5%	1.5%	2.4%	2.6%	0.8%
Pueblo Community College		0.4%	17.1%	0.4%	2.1%	2.0%	78.2%
Red Rocks Community College		0.1%	7.2%	(0.2%)	2.5%	-2.2%	0.9%
Aims Community College		7.1%	0.0%	(56.7%)	0.0%	0.0%	0.0%
Mandatory Fees							
Colorado Mountain College		0.0%	0.0%	0.0%	0.0%	0.0%	-44.4%
NOTE:							
For FY09-10 the official CCHIE policy on mandatory fees was amended with new definitions for mandatory fees. This may impact the historical trend analysis.							

Appendix I Additional Charges

Institution	Course Fee	Program Fee	Charge-For-Service
Adams State University	Yes	No	Yes
Colorado School of Mines	Yes	Yes	Yes
Colorado State University System			
Colorado State University	Yes	Yes	Yes
Colorado State University - Pueblo	Yes	Yes	Yes
Fort Lewis College	Yes	No	Yes
Colorado Mesa University	Yes	No	Yes
Metropolitan State University of Denver	No	Yes	Yes
University of Colorado System			
University of Colorado - Boulder	Yes	Yes	Yes
University of Colorado - Colorado Springs	Yes	Yes	Yes
University of Colorado - Denver	Yes	Yes	Yes
University of Northern Colorado	Yes	Yes	Yes
Western State Colorado University	Yes	Yes	Yes
Colorado Community College System			
Arapahoe Community College	Yes	No	Yes
Colorado Northwestern Community College	Yes	No	Yes
Community College of Aurora	Yes	Yes	Yes
Community College of Denver	Yes	No	Yes
Front Range Community College	Yes	No	Yes
Lamar Community College	Yes	No	Yes
Morgan Community College	Yes	Yes	Yes
Northeastern Junior College	Yes	No	Yes
Otero Junior College	Yes	Yes	Yes
Pikes Peak Community College	Yes	No	Yes
Pueblo Community College	Yes	No	Yes
Red Rocks Community College	Yes	Yes	Yes
Trinidad State Junior College	Yes	No	Yes
Aims Community College	Yes	No	Yes
Colorado Mountain College	Yes	Yes	Yes

NOTE:
Course Fees - Charges associated with the delivery of a specific course that are required only by students enrolled in the course (e.g. Art 101)
Program Fees - Charges associated with an academic program that are required only by students enrolled in the program (e.g. All Art)
Charges-For-Service - Costs associated with a specific service that are required only by students using said service (e.g. transcript fee; application fee; returned check charge; orientation charge)

Appendix J 5 Year History of Resident Graduate & Professional Tuition Differentials (24 Credit Hours Per Academic Year)							
Institution	FY 2011-12 Resident Tuition (24 CHRS)	FY 2012-13 Resident Tuition (24 CHRS)	FY 2013-14 Resident Tuition (24 CHRS)	FY 2014-15 Resident Tuition (24 CHRS)	FY 2015-16 Resident Tuition (24 CHRS)	FY 2016-17 Resident Tuition (24 CHRS)	5 Year % Increase Resident Tuition
University of Colorado - Boulder							
All-Other	\$ 9,378	\$ 9,738	\$ 9,918	\$ 10,224	\$ 10,530	\$ 10,836	11.3%
Business	\$ 13,446	\$ 13,950	\$ 14,202	\$ 16,362	N/A	N/A	N/A
Engineering	\$ 12,258	\$ 12,726	\$ 12,960	\$ 13,356	\$ 13,680	\$ 23,490	84.6%
Engineering Prof Masters	N/A	N/A	N/A	N/A	\$ 20,640	\$ 28,920	N/A
Media, Communications and Information	\$ 9,378	\$ 9,738	\$ 9,918	\$ 10,224	\$ 12,024	\$ 12,384	27.2%
Law - Year 1	\$ 29,214	\$ 29,718	\$ 29,718	N/A	N/A	N/A	N/A
Law - Year 2	\$ 27,072	\$ 29,484	\$ 29,718	N/A	N/A	N/A	N/A
Law - Year 3	\$ 24,264	\$ 27,342	\$ 29,484	N/A	N/A	N/A	N/A
Law- JD	N/A	N/A	N/A	\$ 29,718	\$ 29,718	\$ 29,718	N/A
Law Prof Masters	N/A	N/A	N/A	N/A	\$ 25,464	\$ 31,830	N/A
Law - LLM	\$ 33,100	\$ 33,100	\$ 30,402	\$ 30,402	N/A	N/A	N/A
Business Prof	N/A	N/A	N/A	\$ 21,816	\$ 22,464	\$ 28,920	N/A
Business PhD	N/A	N/A	N/A	\$ 14,634	\$ 14,994	\$ 15,444	N/A
MBA	N/A	N/A	N/A	\$ 16,866	\$ 17,370	\$ 17,892	N/A
MBA Business Year 1	\$ 15,498	\$ 16,092	\$ 16,380	N/A	N/A	N/A	N/A
MBA Business Year 2	\$ 13,950	\$ 14,472	\$ 14,760	N/A	N/A	N/A	N/A
University of Colorado - Colorado Springs							
Communication	\$ 7,974	\$ 8,434	\$ 8,960	\$ 9,252	\$ 10,368	\$ 14,550	30.0%
Geography	\$ 7,974	\$ 8,434	\$ 8,960	\$ 9,252	\$ 10,368	\$ 14,550	30.0%
History	\$ 7,974	\$ 8,434	\$ 8,960	\$ 9,252	\$ 10,368	\$ 14,550	30.0%
Psychology	\$ 7,974	\$ 8,434	\$ 8,960	\$ 9,252	\$ 10,368	\$ 14,550	30.0%
Sociology	\$ 7,974	\$ 8,434	\$ 8,960	\$ 9,252	\$ 10,368	\$ 14,550	30.0%
Basic Science	\$ 7,974	\$ 8,434	\$ 8,960	\$ 9,252	\$ 10,368	\$ 14,550	30.0%
Education	\$ 9,180	\$ 9,600	\$ 10,288	\$ 11,824	\$ 11,800	\$ 14,550	28.5%
Public Affairs	\$ 9,180	\$ 9,600	\$ 10,288	\$ 11,824	\$ 11,800	\$ 14,550	28.5%
Business	\$ 9,180	\$ 9,600	\$ 10,288	\$ 11,940	\$ 13,314	\$ 18,300	45.0%
Engineering	\$ 9,180	\$ 9,600	\$ 10,288	\$ 11,940	\$ 13,314	\$ 18,300	45.0%
Geropsychology	\$ 9,180	\$ 9,600	\$ 10,288	\$ 11,940	\$ 13,314	\$ 18,300	45.0%
Beth El Nursing	\$ 12,558	\$ 13,056	\$ 13,840	\$ 15,620	\$ 14,088	\$ 18,300	12.2%
Health Sciences	\$ 12,558	\$ 13,056	\$ 13,840	\$ 15,620	\$ 14,088	\$ 18,300	12.2%
University of Colorado - Denver							
Liberal Arts & Sciences	\$ 6,744	\$ 6,980	\$ 7,260	\$ 8,344	\$ 8,688	\$ 8,952	28.8%
Architecture & Planning	\$ 8,134	\$ 8,418	\$ 8,754	\$ 10,014	\$ 10,488	\$ 10,920	28.9%
Arts & Media	\$ 8,226	\$ 8,514	\$ 8,854	\$ 10,188	\$ 10,608	\$ 10,920	29.0%
Education	\$ 6,978	\$ 7,222	\$ 7,510	\$ 8,174	\$ 8,544	\$ 8,952	22.4%
Engineering & Applied Science	\$ 8,226	\$ 8,514	\$ 8,854	\$ 10,188	\$ 10,608	\$ 13,704	29.0%
Engineering & Applied Science, Bioengineering					\$ 11,256	\$ 13,704	N/A
Public Affairs	\$ 9,388	\$ 9,718	\$ 10,106	\$ 11,560	\$ 12,096	\$ 12,504	28.8%
Business & Non-Degree	\$ 9,422	\$ 9,754	\$ 10,114	\$ 11,664	N/A	\$ 19,200	N/A

Phd Engineering	N/A	N/A	N/A	\$ 7,044	\$ 6,984	N/A	N/A
Health							
MS in Anesthesiology	N/A	N/A	\$ 11,280	\$ 16,080	\$ 14,880	\$ 14,880	N/A
MS in Child Health Associate	\$ 8,160	\$ 8,568	\$ 8,568	N/A	N/A	N/A	N/A
MS in Physician Assistant Studies	N/A	N/A	N/A	\$ 8,568	\$ 8,568	\$ 8,568	N/A
MS in Genetic Counseling	\$ 12,120	\$ 15,900	\$ 13,368	\$ 13,368	\$ 14,040	\$ 14,616	15.8%
MS in Clinical Science	\$ 3,384	\$ 3,888	\$ 2,264	\$ 6,072	\$ 9,600	\$ 10,368	183.7%
MS in Modern Anatomy	N/A	N/A	N/A	\$ 15,720	\$ 16,344	\$ 16,992	N/A
MS in Nursing	\$ 11,400	\$ 11,760	\$ 12,480	\$ 13,440	\$ 14,040	\$ 14,640	23.2%
PhD in Nursing	\$ 10,800	\$ 11,160	\$ 12,000	\$ 12,600	\$ 13,200	\$ 13,800	22.2%
MS in Public Health	\$ 14,472	\$ 15,336	\$ 16,176	\$ 16,992	\$ 17,592	\$ 18,120	21.6%
DRPH in Public health	N/A	N/A	N/A	\$ 10,608	\$ 10,992	\$ 18,120	N/A
MS Biomedical Science and Technology	N/A	N/A	N/A	N/A	\$ 10,920	\$ 12,360	
MS in Biostatistics and PhD in Analytical Health Sciences	\$ 9,024	\$ 9,576	\$ 10,104	\$ 11,592	\$ 12,000	\$ 11,328	40.0%
PhD in Biostatistics	N/A	N/A	N/A	\$ 10,608	\$ 10,992	\$ 11,328	N/A
PhD Basic Science	N/A	N/A	N/A	N/A	\$ 7,872	\$ 9,696	
PhD in Pharmaceutical Sciences or PhD in Toxicology	\$ 2,538	\$ 3,408	\$ 3,504	N/A	N/A	\$ 3,648	N/A
Professional							
Doctor of Physical Therapy	\$ 9,576	\$ 10,056	\$ 10,560	\$ 11,208	\$ 11,544	\$ 11,664	20.6%
Doctor of Nursing Practice	\$ 11,400	\$ 11,760	\$ 12,480	\$ 13,440	\$ 14,040	\$ 14,640	23.2%
Dentistry - DDS	\$ 26,484	\$ 28,868	\$ 30,889	\$ 32,125		\$ 34,580	-100.0%
Medicine - MD	\$ 29,984	\$ 32,683	\$ 33,663	\$ 34,639		\$ 36,748	-100.0%
Pharmacy - PharmD	\$ 20,910	\$ 22,582	\$ 24,614	\$ 25,599		\$ 27,688	-100.0%
Colorado State University							
Graduate School	\$ 7,992	\$ 8,392	\$ 8,811	\$ 9,075	\$ 9,348	\$ 9,628	17.0%
Professional Veterinary Medicine	\$ 21,764	\$ 23,328	\$ 24,452	\$ 25,919	\$ 27,474	\$ 26,391	26.2%
Colorado State University - Pueblo							
Base	\$ 5,150	\$ 5,640	\$ 5,640	\$ 5,978	\$ 6,322	\$ 7,194	22.7%
Teacher Education	\$ 4,690	\$ 5,135	\$ 5,135	\$ 5,978	\$ 5,756	\$ 1,560	22.7%
Business	\$ 7,154	\$ 7,824	\$ 7,824	\$ 8,858		\$ 3,807	-100.0%
Computer Information Sciences	\$ 7,154	\$ 7,824	\$ 7,824	\$ 8,858		\$ 3,807	-100.0%
Nursing	\$ 6,314	\$ 6,912	\$ 6,912	\$ 8,858		\$ 3,807	-100.0%
Engineering	\$ 6,314	\$ 6,912	\$ 6,912	\$ 8,858		\$ 3,807	-100.0%
Fort Lewis College							
Resident ¹	N/A	N/A	\$ 7,200	\$ 7,632		\$ 10,110	N/A
University of Northern Colorado ²							
Masters-Education	\$ 8,520	\$ 10,224	\$ 10,632	\$ 10,944	\$ 11,496	\$ 11,760	34.9%
Masters-Biomedical Science	\$ 10,680	\$ 11,256	\$ 11,592	\$ 11,928	\$ 12,288	\$ 13,032	N/A
Masters-Liberal Arts & Sciences	\$ 9,792	\$ 11,256	\$ 11,712	\$ 12,072	\$ 12,552	\$ 13,440	28.2%
Masters-Science, Accounting & Music	\$ 10,680	\$ 12,288	\$ 12,648	\$ 13,032	\$ 13,296	\$ 13,800	N/A
Doctoral-Audiology	\$ 11,952	\$ 10,920	\$ 11,352	\$ 11,688	\$ 12,144	\$ 12,600	N/A

Doctoral -Higher Ed and Student Affairs Leadership	\$ 10,920	\$ 12,312	\$ 12,816	\$ 13,200	\$ 13,608	\$ 14,400	N/A
Doctoral-Education & Liberal Arts	\$ 10,920	\$ 12,888	\$ 13,392	\$ 13,800	\$ 14,208	\$ 14,760	30.1%
Doctoral-Nursing, Sciences, Music	\$ 11,952	\$ 13,392	\$ 13,920	\$ 14,328	\$ 14,616	\$ 15,000	22.3%
Adams State University							
Art	\$ 4,656	\$ 5,136	\$ 5,568	\$ 5,568	\$ 5,880	\$ 5,880	26.3%
Counselor Education	\$ 6,840	\$ 7,440	\$ 7,680	\$ 7,680	\$ 14,040	\$ 8,160	105.3%
HPPE	\$ 4,656	\$ 5,136	\$ 5,568	\$ 5,568	\$ 5,880	\$ 5,880	26.3%
Teacher Education	\$ 7,080	\$ 7,440	\$ 7,680	\$ 7,680	\$ 7,680	\$ 8,040	8.5%
Colorado Mesa University							
Resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Returning	\$ 5,450	\$ 5,690	\$ 6,022	\$ 6,371	\$ 6,720	\$ 7,080	23.3%
Business - Incoming	\$ 7,560	\$ 7,800	\$ 8,248	\$ 8,726	\$ 9,206	\$ 9,696	21.8%
Nursing - Incoming	\$ 7,440	\$ 7,680	\$ 8,121	\$ 8,592	\$ 9,072	\$ 9,552	21.9%
Teacher Education - Incoming	\$ 7,080	\$ 7,320	\$ 7,742	\$ 8,191	\$ 8,640	\$ 9,096	22.0%
Metropolitan State University of Denver							
Teacher Education	\$ 6,960	\$ 7,865	\$ 8,573	\$ 8,573	\$ 10,716	\$ 8,573	54.0%
Accounting	\$ 3,809	\$ 4,304	\$ 4,691	\$ 4,973	\$ 10,490	\$ 10,961	175.4%
Social Work	\$ 6,960	\$ 7,865	\$ 8,573	\$ 9,088	\$ 12,041	\$ 10,211	73.0%
Colorado School of Mines							
Resident	\$ 12,585	\$ 13,590	\$ 14,400	\$ 14,790	\$ 15,225	\$ 15,690	21.0%
NOTE:							
Gray shading denotes a year in which the stated differential did not exist, but the base or equivalent differential is provided as a proxy for comparison purposes.							
N/A denotes a year in which the stated tuition differential no longer exists.							
¹ FLC began offering graduate courses in FY 2013-14							
² UNC and MSUD graduate degree programs listed are examples							

Appendix K Percent Change in 5 Year History of Resident Graduate & Professional Tuition Differentials (24 Credit Hours Per Academic Year)

Institution	% Change FY2010-11 to FY2011-12	% Change FY2011-12 to FY2012-13	% Change FY2012- 13 to FY2013- 14	% Change FY2013-14 to FY2014-15	% Change FY2014-15 to FY2015-16	% Change FY2015-16 to FY2016-17
University of Colorado - Boulder						
All-Other	5.0%	3.8%	1.8%	3.1%	3.0%	2.9%
Business	5.1%	3.7%	1.8%	15.2%	N/A	N/A
Engineering	4.9%	3.8%	1.8%	3.1%	2.4%	71.7%
Journalism & Music	N/A	N/A	N/A	N/A	N/A	N/A
Law - Year 1	5.0%	3.8%	1.8%	3.1%	17.6%	3.0%
Law - Year 2	7.9%	1.7%	0.0%	N/A	N/A	N/A
Law - Year 3	11.6%	8.9%	0.8%	N/A	N/A	N/A
Law- JD	9.9%	12.7%	7.8%	N/A	N/A	N/A
Law- LLM	N/A	N/A	N/A	N/A	0.0%	0.0%
Business Prof	N/A	N/A	(8.2%)	0.0%	N/A	N/A
Business PhD	N/A	N/A	N/A	N/A	3.0%	28.7%
MBA - All	N/A	N/A	N/A	N/A	2.5%	3.0%
MBA Business Year 1	N/A	N/A	N/A	N/A	3.0%	3.0%
MBA Business Year 2	5.0%	3.8%	1.8%	N/A	N/A	N/A
	5.0%	3.7%	2.0%	N/A	N/A	N/A
University of Colorado - Colorado Springs						
Communication	7.4%	5.8%	6.2%	3.3%	12.1%	40.3%
Geography	7.4%	5.8%	6.2%	3.3%	12.1%	40.3%
History	7.4%	5.8%	6.2%	3.3%	12.1%	40.3%
Psychology	7.4%	5.8%	6.2%	3.3%	12.1%	40.3%
Sociology	7.4%	5.8%	6.2%	3.3%	12.1%	40.3%
Basic Science	7.4%	5.8%	6.2%	3.3%	12.1%	40.3%
Education	8.5%	4.6%	7.2%	14.9%	(0.2%)	23.3%
Public Affairs	8.5%	4.6%	7.2%	14.9%	(0.2%)	23.3%
Business	8.5%	4.6%	7.2%	16.1%	11.5%	37.4%
Engineering	8.5%	4.6%	7.2%	16.1%	11.5%	37.4%
Geropsychology	8.5%	4.6%	7.2%	16.1%	11.5%	37.4%
Beth El Nursing	9.1%	4.0%	6.0%	12.9%	(9.8%)	29.9%
Health Sciences	9.1%	4.0%	6.0%	12.9%	(9.8%)	29.9%
University of Colorado - Denver						
Liberal Arts & Sciences	1.8%	3.5%	4.0%	14.9%	4.1%	3.0%
Architecture & Planning	1.8%	3.5%	4.0%	14.4%	4.7%	4.1%
Arts & Media	1.8%	3.5%	4.0%	15.1%	4.1%	2.9%
Education	0.0%	3.5%	4.0%	8.8%	4.5%	4.8%
Engineering & Applied Science	1.8%	3.5%	4.0%	15.1%	4.1%	29.2%
Engineering & Applied Science, Bioengineering	N/A	N/A	N/A	N/A	N/A	N/A
Public Affairs	1.8%	3.5%	4.0%	14.4%	4.6%	3.4%
Business & Non-Degree	1.8%	3.5%	3.7%	15.3%	N/A	N/A
PhD Engineering	N/A	N/A	N/A	N/A	(0.9%)	N/A
Health						
MS in Anesthesiology	N/A	N/A	N/A	42.6%	(7.5%)	0.0%
MS in Child Health Associate	4.9%	5.0%	0.0%	N/A	N/A	N/A
MS in Physician Assistant						
Studies	N/A	N/A	N/A	N/A	0.0%	0.0%
MS in Genetic Counseling	5.0%	31.2%	(15.9%)	0.0%	5.0%	4.1%
MS in Clinical Science	2.9%	14.9%	(41.8%)	168.2%	58.1%	8.0%
MS in Modern Anatomy	N/A	N/A	N/A	N/A	4.0%	4.0%
MS in Nursing	3.3%	3.2%	6.1%	7.7%	4.5%	4.3%
PhD in Nursing	5.9%	3.3%	7.5%	5.0%	4.8%	4.5%
MS in Public Health	9.0%	6.0%	5.5%	5.0%	3.5%	3.0%
DRPH in Public Health	N/A	N/A	N/A	N/A	3.6%	64.8%
MS Biomedical Science and Technology	N/A	N/A	N/A	N/A	N/A	N/A
MS in Biostatistics and PhD in Analytical Health Sciences	9.0%	6.1%	5.5%	14.7%	3.5%	(5.6%)
PhD in Biostatistics	N/A	N/A	N/A	N/A	3.6%	3.1%
PhD Basic Science	N/A	N/A	N/A	N/A	N/A	N/A
PhD in Pharmaceutical Sciences or PhD in Toxicology	3.0%	34.3%	2.8%	N/A	N/A	N/A
Professional						
Doctor of Physical Therapy	5.0%	5.0%	5.0%	6.1%	3.0%	1.0%
Doctor of Nursing Practice	3.3%	3.2%	6.1%	7.7%	4.5%	4.3%
Dentistry - DDS	9.0%	9.0%	7.0%	4.0%	(100.0%)	#DIV/0!
Medicine - MD	6.3%	9.0%	3.0%	2.9%	(100.0%)	#DIV/0!
Pharmacy - PharmD	7.0%	8.0%	9.0%	4.0%	(100.0%)	#DIV/0!
Colorado State University						
Graduate School	7.5%	5.0%	5.0%	3.0%	3.0%	3.0%
Professional Veterinary Medicine	16.8%	7.2%	4.8%	6.0%	6.0%	(3.9%)
Colorado State University - Pueblo						

Base	12.9%	9.5%	0.0%	6.0%	5.7%	13.8%
Teacher Education	13.0%	9.5%	N/A	16.4%	(3.7%)	(72.9%)
Business	13.0%	9.4%	0.0%	13.2%	(100.0%)	N/A
Computer Information Sciences	13.0%	9.4%	0.0%	13.2%	(100.0%)	N/A
Nursing	13.0%	9.5%	0.0%	28.2%	(100.0%)	N/A
Engineering	13.0%	9.5%	0.0%	28.2%	(100.0%)	N/A
Fort Lewis College Resident ¹	N/A	N/A	N/A	6.0%	(100.0%)	N/A
University of Northern Colorado ²						
Masters-Education	14.9%	20.0%	4.0%	2.9%	5.0%	2.3%
Masters-Biomedical Science	N/A	5.4%	3.0%	2.9%	3.0%	6.1%
Masters-Liberal Arts & Sciences	20.0%	15.0%	4.1%	3.1%	4.0%	7.1%
Masters-Science, Accounting & Music	N/A	15.1%	2.9%	3.0%	2.0%	3.8%
Doctoral-Audiology	15.0%	(8.6%)	4.0%	3.0%	3.9%	3.8%
Doctoral -Higher Ed and Student Affairs Leadership	14.9%	12.7%	4.1%	3.0%	3.1%	5.8%
Doctoral-Education & Liberal Arts	14.9%	18.0%	3.9%	3.0%	3.0%	3.9%
Doctoral-Nursing, Sciences, Music	15.0%	12.0%	3.9%	2.9%	2.0%	2.6%
Adams State University						
Art	N/A	10.3%	8.4%	0.0%	5.6%	0.0%
Counselor Education	3.6%	8.8%	3.2%	0.0%	82.8%	(41.9%)
HPPE	N/A	10.3%	8.4%	0.0%	5.6%	0.0%
Teacher Education	34.1%	5.1%	3.2%	0.0%	0.0%	4.7%
Colorado Mesa University						
Resident	N/A	N/A	N/A	N/A	N/A	N/A
Returning	4.6%	4.4%	5.8%	5.8%	5.5%	5.4%
Business - Incoming	3.3%	3.2%	5.7%	5.8%	5.5%	5.3%
Nursing - Incoming	3.3%	3.2%	5.7%	5.8%	5.6%	5.3%
Teacher Education - Incoming	3.5%	3.4%	5.8%	5.8%	5.5%	5.3%
Metropolitan State University of Denver						
Teacher Education	33.0%	13.0%	9.0%	(0.0%)	25.0%	(20.0%)
Accounting	22.6%	13.0%	9.0%	6.0%	111.0%	4.5%
Social Work	N/A	13.0%	9.0%	6.0%	32.5%	(15.2%)
Colorado School of Mines Resident	9.0%	8.0%	6.0%	2.7%	2.9%	3.1%
NOTE: Gray shading denotes a year in which the stated differential did not exist, but the base or equivalent differential is provided as a proxy for comparison purposes. N/A denotes a year in which the stated tuition differential no longer exists. ¹ FLC began offering graduate courses in FY 2013-14 ² UNC graduate degree programs listed are examples						

Appendix L 5 Year History of Non-Resident Graduate & Professional Tuition Differentials (24 Credit Hours Per Academic Year)

Institution	FY 2011-12 Non-Resident Tuition (24 CHRS)	FY 2012-13 Non-Resident Tuition (24 CHRS)	FY 2013-14 Non-Resident Tuition (24 CHRS)	FY 2014-15 Non-Resident Tuition (24 CHRS)	FY 2015-16 Non-Resident Tuition (24 CHRS)	FY 2016-17 Non-Resident Tuition (24 CHRS)	5 Year % Incre ase Non-Resid ent Tuiti on
University of Colorado - Boulder							
All-Other	\$ 25,254	\$ 26,208	\$ 26,712	\$ 27,522	\$ 27,828	\$ 33,316	27.1%
Business	\$ 28,368	\$ 29,448	\$ 30,006	\$ 30,552	\$ 31,464	\$ 36,412	23.6%
Business PhD	N/A	N/A	N/A	\$ 30,906	\$ 31,212	\$ 32,150	N/A
Engineering	\$ 27,558	\$ 28,602	\$ 29,142	\$ 30,024	\$ 30,330	\$ 52,080	82.1%
Media, Communication and Information	\$ 25,542	\$ 26,514	\$ 27,018	\$ 27,828	\$ 29,322	\$ 30,204	13.9%
Music	N/A	N/A	N/A	N/A	\$ 28,134	\$ 28,980	N/A
Law - JD	\$ 35,622	\$ 36,504	\$ 36,504	\$ 36,504	\$ 36,504	\$ 36,504	0.0%
Law - Prof Masters	N/A	N/A	N/A	N/A	\$ 31,296	\$ 39,120	N/A
Law - LLM	\$ 36,800	\$ 36,800	\$ 36,594	\$ 36,594	N/A	N/A	N/A
MBA - All	\$ 28,800	\$ 29,898	\$ 30,474	\$ 30,474	\$ 32,328	\$ 33,300	11.4%
University of Colorado - Colorado Springs							
Communication	\$ 17,820	\$ 18,360	\$ 19,100	\$ 24,812	\$ 24,216	\$ 31,500	71.6%
Geography	\$ 17,820	\$ 18,360	\$ 19,100	\$ 24,812	\$ 24,216	\$ 31,500	71.6%
History	\$ 17,820	\$ 18,360	\$ 19,100	\$ 24,812	\$ 24,216	\$ 31,500	71.6%
Psychology	\$ 17,820	\$ 18,360	\$ 19,100	\$ 24,812	\$ 24,216	\$ 31,500	71.6%
Sociology	\$ 17,820	\$ 18,360	\$ 19,100	\$ 24,812	\$ 24,216	\$ 31,500	71.6%
Basic Science	\$ 17,820	\$ 18,360	\$ 19,100	\$ 24,812	\$ 24,216	\$ 31,500	71.6%
Education	\$ 19,100	\$ 19,680	\$ 20,460	\$ 24,812	\$ 25,968	\$ 31,500	60.1%
Public Affairs	\$ 19,100	\$ 19,680	\$ 20,460	\$ 24,812	\$ 25,968	\$ 31,500	60.1%
Business	\$ 19,100	\$ 19,680	\$ 20,460	\$ 26,492	\$ 25,968	\$ 33,750	71.5%
Engineering	\$ 19,100	\$ 19,680	\$ 20,460	\$ 26,492	\$ 25,968	\$ 33,750	71.5%
Geropsychology	\$ 19,100	\$ 19,680	\$ 20,460	\$ 26,492	\$ 25,968	\$ 33,750	71.5%
Beth El Nursing	\$ 19,100	\$ 19,680	\$ 20,460	\$ 26,492	\$ 25,968	\$ 33,750	71.5%
Health Sciences	\$ 19,100	\$ 19,680	\$ 20,460	\$ 26,492	\$ 25,968	\$ 33,750	71.5%
University of Colorado - Denver							
Liberal Arts & Sciences	\$ 20,982	\$ 22,038	\$ 23,892	\$ 27,408	\$ 33,930	\$ 37,290	61.7%
Architecture & Planning	\$ 22,404	\$ 23,526	\$ 25,492	\$ 29,256	\$ 28,968	\$ 37,290	29.3%

Arts & Media	\$ 22,404	\$ 23,526	\$ 25,492	\$ 29,256	\$ 28,968	\$ 37,290	29.3%
Education	\$ 22,404	\$ 23,526	\$ 25,492	\$ 29,256	\$ 28,968	\$ 37,290	29.3%
Engineering & Applied Science	\$ 22,404	\$ 23,526	\$ 25,492	\$ 29,256	\$ 28,968	\$ 39,450	29.3%
Engineering & Applied Science, Bioengineering	N/A	N/A	N/A	N/A	\$ 29,616	\$ 39,450	
Public Affairs	\$ 22,404	\$ 23,526	\$ 25,942	\$ 29,256	\$ 28,968	\$ 37,290	29.3%
Business & Non-Degree	\$ 22,794	\$ 23,940	\$ 25,940	\$ 29,760	\$ 29,472	\$ 39,450	29.3%
PhD Engineering	N/A	N/A	N/A	\$ 21,792	\$ 21,576	N/A	N/A
Health							
MS in Child Health Associate	\$ 17,664	\$ 18,552	\$ 18,552	N/A	N/A	N/A	N/A
MS Physician Assistant Studies	N/A	N/A	N/A	\$ 18,552	\$ 18,552	\$ 23,190	N/A
MS in Genetic Counseling	\$ 23,688	\$ 24,864	\$ 26,112	\$ 26,112	\$ 27,408	\$ 35,670	15.7%
MS in Clinical Science	\$ 14,568	\$ 15,288	\$ 16,056	\$ 17,640	\$ 24,000	\$ 32,400	64.7%
MS in Modern Anatomy	N/A	N/A	N/A	\$ 25,584	\$ 26,616	\$ 34,590	N/A
MS in Nursing	\$ 23,760	\$ 23,760	\$ 23,760	\$ 24,480	\$ 24,480	\$ 30,600	3.0%
PhD in Nursing	\$ 23,760	\$ 23,760	\$ 23,760	\$ 24,480	\$ 24,480	\$ 30,600	3.0%
MS in Public Health	\$ 26,088	\$ 27,648	\$ 29,160	\$ 29,160	\$ 29,160	\$ 36,450	11.8%
DRPH in Public Health	N/A	N/A	N/A	\$ 25,632	\$ 25,632	\$ 36,450	N/A
MS in Biostatistics and PhD in Analytical Health Sciences	\$ 24,288	\$ 24,288	\$ 25,632	\$ 29,160	\$ 29,160	\$ 36,450	20.1%
MS in Anesthesiology	N/A	N/A	N/A	\$ 16,080	\$ 21,216	\$ 21,216	N/A
PhD in Biostatistics and PhD in Analytical Health Sciences	N/A	N/A	N/A	\$ 25,632	\$ 25,632	\$ 32,040	N/A
PhD Basic Science	N/A	N/A	N/A	N/A	\$ 19,392	\$ 26,550	N/A
PhD in Pharmaceutical Sciences or PhD in Toxicology	\$ 10,926	\$ 14,712	\$ 14,712	N/A	N/A	\$ 15,744	N/A
Professional							
Doctor of Physical Therapy	\$ 20,976	\$ 22,032	\$ 23,136	\$ 25,008	\$ 24,192	\$ 30,540	15.3%
Doctor of Nursing Practice	\$ 23,760	\$ 23,760	\$ 23,760	\$ 24,480	\$ 24,480	\$ 18,300	3.0%
Dentistry - DDS	\$ 59,720	\$ 65,095	\$ 69,652	\$ 72,184	\$ 72,608	\$ 74,060	21.6%
Medicine - MD	\$ 83,290	\$ 83,290	\$ 83,290	\$ 83,290	\$ 83,290	\$ 83,290	0.0%
Pharmacy - PharmD	\$ 34,962	\$ 37,758	\$ 38,891	\$ 39,280	\$ 39,870	\$ 39,870	14.0%
Colorado State University							
Base	\$ 19,592	\$ 20,572	\$ 21,600	\$ 22,248	\$ 22,916	\$ 23,603	17.0%
Professional Veterinary Medicine	\$ 51,264	\$ 50,263	\$ 51,269	\$ 52,807	\$ 53,335	\$ 54,402	4.0%
Colorado State University - Pueblo							
Base	\$ 15,312	\$ 16,767	\$ 16,767	\$ 17,773	\$ 18,794	\$ 19,588	22.7%
Teacher Education	\$ 15,312	\$ 16,767	\$ 16,767	\$ 17,773		\$ 1,560	100.0%

Business	\$ 17,316	\$ 18,951	\$ 18,951	\$ 20,653		\$ 3,807	- 100.0 %
Computer Information Sciences	\$ 17,316	\$ 18,951	\$ 18,951	\$ 20,653		\$ 3,807	- 100.0 %
Nursing	\$ 16,476	\$ 18,039	\$ 18,039	\$ 20,653		\$ 3,807	- 100.0 %
Engineering	\$ 16,476	\$ 18,039	\$ 18,039	\$ 20,653		\$ 3,807	- 100.0 %
Fort Lewis College							
Non-Resident ¹	N/A	N/A	\$ 20,160	\$ 20,160		\$ 25,200	N/A
University of Northern Colorado ²							
Masters-Education	\$ 21,768	\$ 23,472	\$ 23,880	\$ 24,192	\$ 24,744	\$ 25,008	13.7%
Masters-Biomedical Science	\$ 23,472	\$ 18,480	\$ 18,816	\$ 19,152	\$ 19,512	\$ 20,256	-16.9%
Masters-Liberal Arts & Sciences	\$ 22,632	\$ 24,096	\$ 24,552	\$ 24,912	\$ 25,392	\$ 26,280	12.2%
Masters-Science, Accounting & Music	\$ 23,472	\$ 25,080	\$ 25,440	\$ 25,824	\$ 26,088	\$ 26,592	11.1%
Doctoral-Audiology	\$ 26,184	\$ 25,704	\$ 26,136	\$ 26,472	\$ 26,928	\$ 27,384	2.8%
Doctoral-Higher Ed and Student Affairs Leadership	\$ 25,704	\$ 27,096	\$ 27,600	\$ 27,984	\$ 28,392	\$ 29,184	10.5%
Doctoral-Education & Liberal Arts	\$ 25,704	\$ 27,672	\$ 28,176	\$ 28,584	\$ 28,992	\$ 51,144	12.8%
Doctoral-Nursing, Sciences & Music	\$ 26,184	\$ 27,624	\$ 28,152	\$ 28,560	\$ 28,848	\$ 29,232	10.2%
Adams State University							
Art	\$ 12,504	\$ 12,984	\$ 13,416	\$ 13,416	\$ 13,416	\$ 13,776	7.3%
Counselor Education	\$ 12,504	\$ 14,784	\$ 14,784	\$ 14,784	\$ 28,200	\$ 13,776	125.5 %
HPPE	\$ 12,504	\$ 12,984	\$ 13,416	\$ 13,416	\$ 13,416	\$ 13,776	7.3%
Teacher Education ³	\$ 14,304	\$ 14,784	\$ 14,784	\$ 14,784	\$ 14,784	\$ 14,784	3.4%
Colorado Mesa University							
Non-Resident	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Returning	\$ 15,546	\$ 15,804	\$ 16,673	\$ 17,640	\$ 18,258	\$ 19,248	17.4%
Business - Incoming	\$ 22,080	\$ 22,338	\$ 23,567	\$ 24,933	\$ 25,806	\$ 27,192	16.9%
Nursing - Incoming	\$ 21,840	\$ 22,098	\$ 23,313	\$ 24,665	\$ 25,536	\$ 9,552	16.9%
Teacher Education - Incoming	\$ 20,760	\$ 21,018	\$ 22,174	\$ 23,460	\$ 24,240	\$ 25,560	16.8%
Metropolitan State University of Denver							
Teacher Education	\$ 15,827	\$ 17,885	\$ 18,779	\$ 18,779	\$ 18,779	\$ 11,832	18.7%
Accounting	\$ 14,665	\$ 15,985	\$ 16,784	\$ 17,791	\$ 24,127	\$ 23,938	64.5%
Social Work	\$ 15,827	\$ 17,885	\$ 18,779	\$ 19,906	\$ 21,101	\$ 14,294	33.3%

Colorado School of Mines							
Non-Resident	\$ 27,270	\$ 28,620	\$ 30,330	\$ 31,470	\$ 32,700	\$ 34,020	19.9%

NOTE:

Gray shading denotes a year in which the stated differential did not exist, but the base or equivalent differential is provided as a proxy for comparison purposes.

N/A denotes a year in which the stated tuition differential no longer exists.

¹ FLC began offering graduate courses in FY 2013-14.

² UNC graduate degree programs listed are examples

³ In 2012-13, ASU's Teacher Education program became online only and costs the same amount for residential and non-residential students.

Appendix M Percent Change in 5 Year History of Non-Resident Graduate & Professional Tuition Differentials (24 Credit Hours Per Academic Year)

Institution	% Change FY2010-11 to FY2011-12	% Change FY2011-12 to FY2012-13	% Change FY2012-13 to FY2013-14	% Change FY2013-14 to FY2014-15	% Change FY2014-15 to FY2015-16	% Change FY2015-16 to FY2016-17
University of Colorado - Boulder						
All-Other	5.0%	3.8%	1.9%	3.0%	1.1%	19.7%
Business	5.0%	3.8%	1.9%	1.8%	3.0%	15.7%
PhD Business	N/A	N/A	N/A	N/A	1.0%	N/A
Engineering	5.0%	3.8%	1.9%	3.0%	1.0%	71.7%
Media, Communication and	5.0%	3.8%	1.9%	3.0%	5.4%	(100.0%)
Information	N/A	N/A	N/A	N/A	N/A	N/A
Music	5.0%	2.5%	0.0%	0.0%	0.0%	0.0%
Law - JD	N/A	N/A	N/A	N/A	N/A	N/A
Law - Prof Masters	5.1%	0.0%	(0.6%)	0.0%	N/A	N/A
Law - LLM	5.0%	3.8%	1.9%	0.0%	6.1%	3.0%
MBA - All						
University of Colorado - Colorado Springs						
Communication	1.9%	3.0%	4.0%	29.9%	(2.4%)	30.1%
Geography	1.9%	3.0%	4.0%	29.9%	(2.4%)	30.1%
History	1.9%	3.0%	4.0%	29.9%	(2.4%)	30.1%
Psychology	1.9%	3.0%	4.0%	29.9%	(2.4%)	30.1%
Sociology	1.9%	3.0%	4.0%	29.9%	(2.4%)	30.1%
Basic Science	1.9%	3.0%	4.0%	29.9%	(2.4%)	30.1%
Education	2.0%	3.0%	4.0%	21.3%	4.7%	21.3%
Public Affairs	2.0%	3.0%	4.0%	21.3%	4.7%	21.3%
Business	2.0%	3.0%	4.0%	29.5%	(2.0%)	30.0%
Engineering	2.0%	3.0%	4.0%	29.5%	(2.0%)	30.0%
Geropsychology	2.0%	3.0%	4.0%	29.5%	(2.0%)	30.0%
Beth El Nursing	2.0%	3.0%	4.0%	29.5%	(2.0%)	30.0%
Health Sciences	2.0%	3.0%	4.0%	29.5%	(2.0%)	30.0%
University of Colorado - Denver						
Liberal Arts & Sciences	10.5%	5.0%	8.4%	14.7%	23.8%	9.9%
Architecture & Planning	10.5%	5.0%	8.4%	14.8%	(1.0%)	28.7%
Arts & Media	10.5%	5.0%	8.4%	14.8%	(1.0%)	28.7%
Education	10.5%	5.0%	8.4%	14.8%	(1.0%)	28.7%
Engineering & Applied Science	10.5%	5.0%	8.4%	14.8%	(1.0%)	36.2%
Engineering & Applied Science,						
Bioengineering	N/A	N/A	N/A	N/A	N/A	N/A
Public Affairs	10.5%	5.0%	10.3%	12.8%	(1.0%)	28.7%
Business & Non-Degree	10.5%	5.0%	8.4%	14.7%	(1.0%)	33.9%
PhD Engineering	N/A	N/A	N/A	N/A	N/A	N/A
Health						
MS in Child Health Associate	5.0%	5.0%	0.0%	N/A	N/A	N/A
MS Physician Assistant Studies	N/A	N/A	N/A	N/A	N/A	N/A
MS in Genetic Counseling	5.0%	5.0%	5.0%	0.0%	5.0%	30.1%
MS in Clinical Science	1.0%	4.9%	5.0%	9.9%	36.1%	35.0%
MS in Modern Anatomy	N/A	N/A	N/A	N/A	N/A	N/A
MS in Nursing	1.1%	0.0%	0.0%	3.0%	0.0%	25.0%
PhD in Nursing	1.1%	0.0%	0.0%	3.0%	0.0%	25.0%
MS in Public Health	9.0%	6.0%	5.5%	0.0%	0.0%	25.0%
DRPH in Public Health	N/A	N/A	N/A	N/A	N/A	N/A
MS in Biostatistics and PhD in						
Analytical Health Sciences	9.1%	0.0%	5.5%	13.8%	0.0%	25.0%
MS in Anesthesiology	N/A	N/A	N/A	N/A	N/A	N/A
PhD in Biostatistics and PhD in						
Analytical Health Sciences	N/A	N/A	N/A	N/A	N/A	N/A
PhD Basic Science	N/A	N/A	N/A	N/A	N/A	N/A
PhD in Pharmaceutical Sciences or						
PhD in Toxicology	1.0%	34.7%	0.0%	N/A	N/A	N/A
Professional						
Doctor of Physical Therapy	5.0%	5.0%	5.0%	8.1%	(3.3%)	26.2%
Doctor of Nursing Practice	1.1%	0.0%	0.0%	3.0%	0.0%	(25.2%)
Dentistry - DDS	9.0%	9.0%	7.0%	3.6%	0.6%	2.0%
Medicine - MD	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Pharmacy - PharmD	7.0%	8.0%	3.0%	1.0%	1.5%	0.0%
Colorado State University						
Graduate School	3.0%	5.0%	5.0%	3.0%	3.0%	3.0%
Professional Veterinary Medicine	4.7%	(2.0%)	2.0%	3.0%	1.0%	2.0%
Colorado State University - Pueblo						
Base	12.9%	9.5%	0.0%	6.0%	5.7%	4.2%
Teacher Education	12.9%	9.5%	0.0%	6.0%	(100.0%)	N/A
Business	13.0%	9.4%	0.0%	9.0%	(100.0%)	N/A
Computer Information Sciences	13.0%	9.4%	0.0%	9.0%	(100.0%)	N/A

Nursing	13.0%	9.5%	0.0%	14.5%	(100.0%)	N/A
Engineering	13.0%	9.5%	0.0%	14.5%	(100.0%)	N/A
Fort Lewis College Non-Resident ¹	N/A	N/A	N/A	0.0%	(100.0%)	N/A
University of Northern Colorado ²						
Masters-Education	15.0%	7.8%	1.7%	1.3%	2.3%	1.1%
Masters-Biomedical Science	N/A	(21.3%)	1.8%	1.8%	1.9%	3.8%
Masters-Liberal Arts & Sciences	15.0%	6.5%	1.9%	1.5%	1.9%	3.5%
Masters-Science, Accounting & Music	N/A	6.9%	1.4%	1.5%	1.0%	1.9%
Doctoral-Audiology	10.0%	(1.8%)	1.7%	1.3%	1.7%	1.7%
Doctoral-Higher Ed and Student Affairs Leadership	12.0%	5.4%	1.9%	1.4%	1.5%	2.8%
Doctoral-Education & Liberal Arts	12.0%	7.7%	1.8%	1.4%	1.4%	76.4%
Doctoral-Nursing, Sciences & Music	10.0%	5.5%	1.9%	1.4%	1.0%	1.3%
Adams State University						
Art	0.0%	3.8%	3.3%	0.0%	0.0%	2.7%
Counselor Education	0.0%	18.2%	0.0%	0.0%	90.7%	(51.1%)
HPPE	0.0%	3.8%	3.3%	0.0%	0.0%	2.7%
Teacher Education ³	14.4%	3.4%	0.0%	0.0%	0.0%	0.0%
Colorado Mesa University						
Non-Resident	N/A	N/A	N/A	N/A	N/A	N/A
Returning	1.6%	1.7%	5.5%	5.8%	3.5%	5.4%
Business - Incoming	1.1%	1.2%	5.5%	5.8%	3.5%	5.4%
Nursing - Incoming	1.1%	1.2%	5.5%	5.8%	3.5%	(62.6%)
Teacher Education - Incoming	1.2%	1.2%	5.5%	5.8%	3.3%	5.4%
Metropolitan State University of Denver						
Teacher Education	9.0%	13.0%	5.0%	(0.0%)	0.0%	(37.0%)
Accounting	9.0%	9.0%	5.0%	6.0%	35.6%	(0.8%)
Social Work	N/A	13.0%	5.0%	6.0%	6.0%	(32.3%)
Colorado School of Mines						
Non-Resident	5.0%	5.0%	6.0%	3.8%	3.9%	4.0%
NOTE: Gray shading denotes a year in which the stated differential did not exist, but the base or equivalent differential is provided as a proxy for comparison purposes. N/A denotes a year in which the stated tuition differential no longer exists. ¹ FLC began offering graduate courses in FY 2013-14. ² UNC graduate degree programs listed are examples ³ In 2012-13, ASU's Teacher Education program became online only and costs the same amount for residential and non-residential students.						

Appendix N 5 Year History of Graduate & Professional Mandatory Fees (24 Credit Hours Per Academic Year)							
* Includes mandatory fees paid by all students. Institutions may utilize course or program specific fees or charges-for-service which are not listed.							
Institution	FY 2011-12 Student Fees	FY 2012-13 Student Fees	FY 2013-14 Student Fees	FY 2014-15 Student Fees	FY 2015-16 Student Fees	FY 2016-17 Student Fees	5 Year % Increase Fees
University of Colorado - Boulder	\$ 1,489	\$ 1,426	\$ 1,596	\$ 1,750	\$ 1,790	\$1,763	23.7%
University of Colorado - Colorado Springs	\$ 1,036	\$ 1,189	\$ 1,048	\$ 1,433	\$ 1,448	\$1,583	33.1%
University of Colorado - Denver	\$ 818	\$ 853	\$ 898	\$ 1,078	\$ 1,138	\$1,321	54.9%
Colorado State University	\$ 1,645	\$ 1,684	\$ 1,729	\$ 2,029	\$ 2,133	\$2,212	31.4%
Colorado State University - Pueblo	\$ 1,340	\$ 1,466	\$ 1,466	\$ 2,010	\$ 1,698	\$1,800	22.8%
Fort Lewis College	N/A	N/A	\$ 1,352	\$ 1,367	\$ 1,396	\$1,396	N/A
University of Northern Colorado	\$ 1,266	\$ 1,316	\$ 1,363	\$ 1,650	\$ 1,733	\$1,792	36.2%
Adams State University	\$ 2,315	\$ 2,632	\$ 2,577	\$ 2,855	\$ 3,126	\$3,417	29.8%
Colorado Mesa University	\$ 615	\$ 615	\$ 615	\$ 650	\$ 658	\$823	33.8%
Metropolitan State University of Denver	\$ 1,025	\$ 1,037	\$ 1,053	\$ 1,097	\$ 1,198	\$1,237	19.2%
Colorado School of Mines	\$ 1,869	\$ 2,064	\$ 2,085	\$ 2,128	\$ 2,128	\$2,152	4.3%
NOTE:							
¹ FLC began offering graduate courses in FY 2013-14							
² MSU Denver began offering graduate courses in FY 2010-11							

Appendix O Percent Change in 5 Year History of Graduate & Professional Mandatory Fees (24 Credit Hours Per Academic Year)						
Institution	% Change FY2010-11 to FY2011-12	% Change FY2011-12 to FY2012-13	% Change FY2012-13 to FY2013-14	% Change FY2013-14 to FY2014-15	% Change FY2014-15 to FY2015-16	% Change FY2015-16 to FY2016-17
University of Colorado - Boulder	0.9%	4.4%	11.9%	9.6%	2.3%	(1.5%)
University of Colorado - Colorado Springs	2.4%	14.7%	(11.9%)	36.7%	1.0%	9.3%
University of Colorado - Denver	5.0%	4.2%	5.3%	20.0%	5.6%	16.1%
Mandatory Fees - Downtown Campus	4.3%	7.5%	0.0%	#REF!	#REF!	#REF!
Colorado State University	0.4%	2.4%	2.7%	17.4%	5.1%	3.7%
Colorado State University - Pueblo	8.3%	9.4%	0.0%	37.1%	(15.5%)	6.0%
Fort Lewis College	N/A	N/A	N/A	1.1%	2.1%	0.0%
University of Northern Colorado	0.4%	3.9%	3.6%	21.1%	5.0%	3.4%
Adams State University	4.6%	13.7%	(2.1%)	10.8%	9.5%	9.3%
Colorado Mesa University	0.1%	0.0%	0.0%	5.7%	1.2%	25.1%
Metropolitan State University of Denver	3.9%	1.2%	1.6%	4.2%	9.2%	3.2%
Colorado School of Mines	0.8%	10.4%	1.0%	2.1%	0.0%	1.1%
NOTE:						
*For FY09-10 the official CCHE policy on mandatory fees was amended with new definitions for mandatory fees. This may impact the historical trend analysis.						
¹ FLC began offering graduate courses in FY 2013-14						
² MSC Denver began offering graduate courses in FY 2010-11						



COLORADO

Colorado Commission on Higher Education

Department of Higher Education

Tuition and Fee Policy CCHE Approved April 1, 2016

SECTION VI

PART C TUITION AND FEES

1.1 General Description and Intent

Tuition and fees, along with state support, provide financial resources to the institutions of higher education to conduct academic programs and to support a complete and comprehensive learning environment for students. Tuition and fees represent a portion of a student's cost of attendance and are used to provide goods and services to students.

Governing boards have the responsibility and authority for the financial management of their institutions. A major component of sound financial management is the setting of tuition and fees, including refund policies. Since institutions have unique roles and missions and differing student needs, governing boards must consider a number of factors when setting tuition and fees, and when establishing a refund policy. The Colorado Commission on Higher Education (the Commission) has responsibility to exercise oversight to ensure that educational quality and student access are maintained consistent with the role and mission of each institution.

It is the intent of the Commission that the following will be considered when Governing Boards are setting tuition and fee rates:

- Be done in an open and transparent manner, including providing opportunities for student input.
- Promote clarity, simplicity and predictability for students, families and public institutions of higher education.
- Be consistent with the goals of the Colorado Commission on Higher Education's Master Plan ~~Senate Bill 10-003 (S.B. 10-003)~~, and strive to maintain access and affordability for resident students.
- Reflect the need of each institution to enhance the quality of educational programs and offerings, strengthen the financial position of the institution and support institutional strategic plans and goals.

1.50 Definition of Key Terms

- Academic Course: For purposes of this policy, includes all instruction, including, but not limited to: academic, vocational, occupational,

technical, music, and physical education courses.

- Academic Facilities Construction: Includes buildings and site improvements, or specific space within a multi-use building (including utilities and transportation infrastructure) as defined in C.R.S. 24-75-301. The determination of whether it is an academic facility or space shall be determined based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the institution and may include, but not be limited to, space dedicated to instructional, student services, or administration. If a multi-purpose building, the space determination shall be based on the primary usage of the space during the regular academic year.
- Auxiliary Facility: As defined in C.R.S. 23-5-101.5 (2) (a).
- Fees: Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the university. Fees may be used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved; intercollegiate and intramural athletics; student health services; technology; mass transit; parking; and bond payments for which fees have been pledged.
- Institution of Higher Education: Means any state-supported institution of higher education in Colorado and the Auraria Higher Education Center. For purposes of this section, does not include local district junior colleges or the area vocational schools.
- Cost Sharing Matrix: An analytical tool used to calculate possible tuition increase limits by utilizing fixed costs governing boards must meet in order to maintain and enhance the quality of their institutions and the relationship of those costs to state funding levels.
- Tuition Increase Limit: Means an annual tuition rate increase limit, cap (including no limit or cap), or guideline established by CCHE on resident undergraduate tuition rate increases.

.1 Tuition Policy—Establishment of Tuition Increase Limit

Tuition increases are a function of costs and how those costs are shared among the state, student and institution. Because state appropriations are the key incentive to keeping tuition low, the condition of the state general fund and state investment levels in higher education are at the core of the Commission's tuition policy.

For each fiscal year, the Commission will establish a Tuition Increase Limit for resident undergraduate students. In doing so the Commission, in consultation with the governing boards, will develop a Cost Sharing Matrix, which shall recognize:

- The condition of the state general fund and state investment levels in higher education;
specific space within a multi-use building (including utilities and transportation infrastructure) as defined in C.R.S. 24-75-301. The determination of whether it is an academic facility or space shall be determined based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the institution and may include, but not be limited to, space dedicated to instructional, student services, or administration. If a multi-purpose building, the space determination shall be based on the primary usage of the space during the regular academic year.
- Auxiliary Facility: As defined in C.R.S. 23-5-101.5 (2) (a).
- Fees: Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the university. Fees may be used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved; intercollegiate and intramural athletics; student health services; technology; mass transit; parking; and bond payments for which fees have been pledged.
- Institution of Higher Education: Means any state-supported institution of higher education in Colorado and the Auraria Higher Education Center. For purposes of this section, does not include local district junior colleges or the area vocational schools.
- Cost Sharing Matrix: An analytical tool used to calculate possible

tuition increase limits by utilizing fixed costs governing boards must meet in order to maintain and enhance the quality of their institutions and the relationship of those costs to state funding levels.

- Tuition Increase Limit: Means an annual tuition rate increase limit, cap (including no limit or cap), or guideline established by CCHE on resident undergraduate tuition rate increases.

.2 Statutory Authority

C.R.S. § 23-1-108(12)(b): For Fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

C.R.S. § 23-5-129(6)(c): “While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education”...such institution “shall report to the Colorado commission on higher education its plans for any tuition or other proposed increases for the following fiscal year, using approved forms, for the commission to review and make recommendations to the general assembly during the annual budget process.”

C.R.S. § 23-18-306(5): “Commission shall submit to the Joint Budget Committee and to the Education Committees”...“tuition policies that ensure both accessible and affordable higher education for Colorado residents.”...“Must also reflect the level of state funding”...“the need of each institution to enhance the quality of education programs and offerings and strengthen the financial position of the institution.”

In times of emergency, certain students (including reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the country.

When the call for service or national emergency is issued, it is often necessary for students to interrupt their coursework in mid-semester without advance notice. Public two-year and four-year institutions’ policies should explicitly recognize that normal withdrawal and refund policies may not be appropriate and make provisions for individuals who leave the institution mid-semester to respond to a state or national emergency, including:

- Institutions’ tuition policies should permit individuals to withdraw from

the course without a grade or receive an incomplete with an opportunity to complete the course work at a later time and refunds should be made on a pro-rated basis for tuition paid by reservists called to active status during times of national emergency.

- Institutions may offer these individuals the option of crediting the current term's tuition to a future semester's tuition charges.
- Institutions shall waive any fee penalty related to breaking the room and board contract for reservists who are called to active status during a national or state emergency.
- In addition, an institution shall offer a pro-rated refund of fees paid for room and board based on the date that the individual left the residence hall.
- Institutions shall adopt policy language that ensures that individuals who are unable to complete a course due to a call to active status under a state or national emergency have a choice either
- The refund and grading policies should recognize that normal withdrawal procedures such as standard withdrawal timetables may not apply.

.3 Institutions will not be penalized financially and state support funding will not be reduced for interrupted enrollment and will be allowed to include in-state students who are called to active duty in the FTE report during the semester they are called to active duty.

3.1 Student Fee Policy

C.R.S. 23-1-105.5(1) tasks the Commission to “adopt policies concerning the collection and use of student fees by the governing boards of the state institutions of higher education, as defined in 23-5-119.5 C.R.S. The policies may address, but need not be limited to, the purposes for student fees, categories of student fees, the distinctions between tuition revenue and student fee revenue, accounting for student fee revenue, student fee fund balances, the minimum level of student involvement in the processes for establishing, reviewing, and changing the amount of, and discontinuing student fees...”

In accordance with C.R.S. 23-5-119.5(3), student fees and the use of student fee revenues should provide benefit to students consistent with the stated purpose of the fee by covering related costs including, but not limited, to:

- The construction, maintenance, furnishing, and equipping of buildings and infrastructure;
- Specific courses or programs that benefit the students who choose to enroll in the course or program;
- Student-centered facilities, services, or activities such as student centers, recreation facilities, technology, parking lots, child care, health clinics, mandatory insurance, student government, and other student organizations or activities; and
- Registration costs, costs for student orientation and graduation, and those incurred to communicate with students and their family.

Student fees should be used to support and enhance the overall student experience. Student fees and the use of student fee revenue may benefit students both directly and indirectly. For example, given capital construction timelines some students currently attending an institution may not benefit as directly from fees for capital improvements, however, up-to-date facilities enhance and support the overall student experience and ultimately increase the value of the degree conferred. Likewise, a student may not take advantage of all the programs funded through specific fees, but these fees benefit the student body as a whole.

House Bill 11-1301 made significant changes to State statutes regulating fee policy. Part of the intent of the legislation was to provide greater flexibility at the governing board level to determine fee policy while protecting

opportunities for student input and allowing for greater transparency and disclosure. Commission fee policy is consistent with this legislative intent.

3.1 Governing Board Duties

- 3.1.1 Each governing board shall adopt for each institution it governs an Institutional Plan for Student Fees within the requirements outlined in Section 3.02 below.
- 3.1.2 Each institution of higher education, including the Auraria Higher Education Center, shall give at least a thirty-day notice to students of any fee assessment or increase. At a minimum, such notice shall specify:
- The amount of the new fee or fee increase;
 - The reason for the fee assessment or increase;
 - The purpose for which the institution will use revenues received from the fee assessment or increase;
 - Whether the fee assessment or increase is temporary or permanent and, if temporary, the repeal date for the fee assessment or increase; and
 - Any additional requirements as outlined in the institution's student fee plan.
- 3.1.3 "Each governing board shall annually review the institutional plan for student fees and approve any new fees or changes to existing fees.
- 3.1.4 Each governing board shall establish appropriate methods for receiving meaningful student input that consider the unique student-body characteristics of its institution, necessary to establish and set student fees and fee rates. The established level of student input for all fees shall be listed in the Institutional Plan for Student Fees as outlined in section 3.02.
- 3.1.5 For all Four-Year Institutions - The administration of each institution, in consultation with student representatives, shall establish a fee policy for such institution. Such policy shall be subject to the modification and approval of the governing board of the institution, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.02.
- 3.1.6 For all Colorado Community College System Institutions - The State Board

for Community Colleges and Occupational Education shall meet with the Student Advisory Council, established in C.R.S. 23-60-104, to establish a fee policy for all institutions under its control. Such policy shall be subject to the modification and approval of the board, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.02.

3.1.7 For Institutions Located at the Auraria Campus - The administration of the Auraria Higher Education Center and the Student Advisory Council to the Auraria Board (SACAB) shall establish a fee policy for the institutions located at the Auraria Campus. Such policy shall be for all fees assessed by the Auraria Higher Education Center and is in addition to the policy each institution will have with its respective governing board. The policy shall be consistent with the requirements of section 3.06 and C.R.S. 23-70-107 relating to student fees assessed by the Auraria Board. Such policy shall be subject to the modification and approval of the board, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.02.

3.1.8 The student body of the institution, through its duly elected student government may institute rules and processes for assessing student input, including referenda and student government resolutions. No new fee, fee increase, or fee extension that is defeated by a vote of the student body may be resubmitted for a student vote until the following regularly scheduled student government election.

3.2 Institutional Plan for Student Fees:

- All fees are subject to the requirements of C.R.S. 23-5-119.5 and section 3.02 of this policy. Governing boards must ensure the opportunity for student involvement in the development and subsequent revisions to the applicable institutional plans for student fees. A governing board shall review its institutional fee plans annually.

Institutional fee plans shall be publicly available on the individual institution's website.

A current and accurate copy of each institution's Institutional Plan for Student Fees and any revisions to the plan must be filed with the Department of Higher Education (DHE) by September 1st of each year with the Tuition and Fee Survey outlined in section 5.00.

Institutional Plans for Student Fees are to contain information, guidance, policies, and procedures with regards to all fees assessed at the institution.

Each Institutional Plan for Student Fees shall include, but not be limited to, the following components:

- Definition and categorization of all student fees based on categories deemed relevant by the governing board. Description of the purposes for each fee established at the institution(s).
- Established procedures and the method and level of student participation in establishing, setting, reviewing, modifying, and discontinuing student fees and fee rates at the institution.
- An established complaint resolution process for disputes on the imposition or amount of a student fee.”
- A time frame for budget approval and board action on tuition and fees.
- Language that specifies whether to allow for the use of student fees or tuition for academic facilities construction and describes the method and level of student involvement in any such decision. Established procedures for any student vote or referendum relating to student fees.
- A list and description of any administrative costs charged to students or student groups for the administration of the student fee. These costs may vary by type or category of fee.
- Established procedures for the institutional review of fee fund balances. The institution shall determine the threshold at which such reviews are required and may utilize different thresholds for different fees.

A clear and transparent process for the regular review and evaluation of: fee rate assessments, fee expenditures, and institution fee policies. The institution may determine whether such reviews are to be conducted by institutional administration, independent internal entities (e.g., departments and offices review each other), or independent, external entities. The processes may vary by type or category of fee.

.1 Disclosure Requirements:

Each institution of higher education shall separately disclose the fees charged to the students by their respective governing board for the institution, by the institution, or by any auxiliary facility associated with the institution in its student billing statements.

This requirement shall apply to fees; however, such itemization shall not be required for any academic and instructional fee that is specifically listed in the course catalogue.

- If a governing board uses revenues from a general student fee for the repayment of bonds or other debt obligations, the governing board shall specify the portion of the general student fee that is actually applied to repayment of the bonds or other debt obligations.

321 Each institution shall provide a tuition calculator on its website to enable prospective students, current students, and the general public to accurately assess the cost of attendance at the institution.

Each institution shall make information available to students and the general public on its website containing a description of all current fees, including the purposes for which the institution uses revenues from the fees.

3.3.3 Each billing statement shall conspicuously identify any optional fees or charges that are automatically assessed unless the student chooses not to pay the fee through a negative check off.

- A form or method to elect not to pay the optional fees shall accompany the billing statements.

Any optional fees or charges that are automatically assessed unless the student chooses not to pay, except for health care fees, shall be refunded by the institution or organization that receives the fee, upon request, to any student who paid the fee. The refund shall be available during the entire semester in which the student paid the fee.

3.4 Fees Related to Bonds Issued on Behalf of Auxiliary Facilities

All governing boards shall follow the procedures outlined in statute regarding fees related to bonds issued on behalf of auxiliary facilities. Procedures for fees related to bonds issued on behalf of auxiliary facilities are outlined in C.R.S. 23-5-119.5

4.00 Use of Tuition and Fees for Academic Facilities Construction

Student fees or tuition may be used for academic facilities construction if approved for use in the institutional plan for student fees as outlined in section 3.02.

5.0 Reporting Requirements

5.1 By September 1 of each year, each governing board is required to submit to the DHE a report detailing:

- Tuition rates by credit hour for all differentials assessed to undergraduate, graduate, and professional degree and non-degree seeking students.
- Fee rates by credit hour for all fees assessed to undergraduate, graduate, and professional degree and non-degree seeking students.
- Current and accurate copies of all current Institutional Plans for Student Fees.
- Reporting and explanation of any changes in current student fee rates and all new student fees as including the date of governing board review and approval.
- Other information as may be required by the DHE.

5.2 Tuition and Fee Report

By January 15 of each year, the DHE will submit to the Commission for approval and distribution to the Education Committees of the House of Representatives and the Senate of the Colorado General Assembly a report summarizing:

- Tuition decisions made by each Governing Board and their consistency with Commission policy and legislative intent.
- Fee decisions made by each Governing Board and their consistency with Commission policy.

- Significant changes or trends in tuition and fees throughout the state.

6.00 Tuition and Fee Appropriation Over-Expenditure

Anytime a governing board exceeds its appropriation for tuition set by the General Assembly in the long bill, the Department of Higher Education will review the reasons for the increase in revenue, in order to determine that tuition policies have been followed, and whether a supplemental appropriation for spending authority should be requested.

Governing boards shall notify the Department of any projected over-expenditure in tuition spending authority following the deadlines established in the budget calendar. If the over-expenditure is due to increases in enrollment the Commission may transfer spending authority from the Enrollment/Tuition Contingency line from the annual long bill to the requesting Governing Board.

COLORADO COMMISSION ON HIGHER EDUCATION BY-LAWS

September 10, 1965
(Amended January 14, 1966)
(Amended February 25, 1972)
(Amended June 1, 1978)
(Amended July 1, 1993)
(Amended October 7, 2004)
(Amended May 6, 2011)

Section 1. Organization and Meetings

- 1.1 **Organization:** The Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 **Officers:** The officers of the Commission shall be the Chair, Vice Chair, and Secretary, as may be designated by the Commission. The Secretary shall be the Executive Director of the Department.
- 1.3 **Election and Terms of Officers:** All officers shall be elected at the October meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director.
- 1.4 **Regular Meetings of the Commission:** The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following year.
- 1.5 **Notice of Meetings:** Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its

meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.

- 1.6 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office of the Colorado Department of Higher Education no less than two days prior to the meeting date.
- 1.7 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Colorado Commission on Higher Education (CCHE) Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.8 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.9 Preparation of Agenda: Agenda shall be prepared by the Executive Director of the Department with the approval of the Chair. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.10 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall be annually bound and constitute a permanent record. After the minutes of each meeting are completed, they shall be reviewed by the Executive Director and after approval, posted on the CCHE website and made available to the public for inspection upon written request.

Section 2. Duties and Responsibilities of Officers

- 2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance. The Chair shall approve all agendas for regular and special meetings of the Commission as prepared by the Executive Director.
- 2.2 The Vice Chair: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director: In addition to performing those duties established by law, the Executive Director of the Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the



responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the general assembly on matters pertaining to the Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

Section 3. The Advisory Committee

- 3.1 There is hereby established an advisory committee as provided by law (C.R.S. 23-1-103).
- 3.2 **Advisory Committee Members:** The advisory committee shall consist of not less than thirteen members, to be designated as follows: (a) Six members shall be appointed from the general assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members; (b) One member shall be selected and designated by the Commission to represent the faculty in the state and one member shall be selected and designated by the Commission to represent the students in the state; (c) Not more than five additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.
- 3.3 **Notice and Agendas:** All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.4 **Meetings of the Advisory Committee:** The advisory committee shall meet with the Commission separate from a regular Commission meeting and shall do so as often as necessary to provide assistance to the Commission.
- 3.5 **Recommendations of the Advisory Committee:** The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined herein. Bylaw changes must be approved by a majority of the Commission.



INSTITUTION/CEO INFORMATION

INSTITUTION	CEO	LOCATION
Adams State College	Dr. Beverlee McClure, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Nancy McCallin, President	Denver
1) Arapahoe CC	Dr. Diana Doyle, President	Littleton
2) Northwestern CC	Ronald Granger, President	Rangely
3) CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
4) CC of Denver	Dr. Everette Freeman, President	Denver
5) Front Range CC	Andy Dorsey, President	Westminster
6) Lamar CC	Dr. Linda Lujon, President	Lamar
7) Morgan CC	Dr. Kerry Hart, President	Ft. Morgan
8) Northeastern JC	Jay Lee, President	Sterling
9) Otero JC	Jim Rizzuto, President	La Junta
10) Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
11) Pueblo CC	Patty Erjavec, President	Pueblo
12) Red Rocks CC	Dr. Michele Haney, President	Lakewood
13) Trinidad State JC	Dr. Carmen Simone, President	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser	Glenwood Sprgs
Colorado School of Mines	Paul Johnson, President	Golden
Colorado State System	Dr. Tony Frank, Chancellor	Denver
1) CSU-Ft Collins	Dr. Tony Frank, President	Fort Collins
2) CSU-Pueblo	Dr. Lesley DiMare, President	Pueblo
3) CSU – Global	Dr. Becky Takeda-Tinker, Pres.	Denver
CU System	Bruce Benson, President	Denver
1) CU – Boulder	Dr. Philip DiStefano, Chanc.	Boulder
2) UCCS	Dr. Pam Shockley-Zalabak, Ch.	Colorado Springs
3) UCD	Dr. Dorothy Horrell, Chanc.	Denver
4) UC-Anschutz	Don Elliman, Chanc.	Aurora, Denver

Ft. Lewis College	Dr. Dene Kay Thomas, Pres.	Durango
Metro State University of Denver	Dr. Steve Jordan, President	Denver
UNC	Kay Norton, President	Greeley
Western State Colorado University	Dr. Gregory Salsbury, President	Gunnison

COLORADO COMMISSION ON HIGHER EDUCATION

- Chairman Monte Moses (*R-6th Congressional District*) term ends June 2019
- Vice Chair Luis Colon (*R-4th Congressional District*) term ends June 2017
- Commissioner John Anderson (*R-3rd Congressional District*) term ends June 2019
- Commissioner Maia Babbs (*U-7th Congressional District*) term ends June 2019
- Commissioner Mary Beth Buescher (*D-3rd Congressional District*) term ends June 2020
- Commissioner Renny Fagan (*D-7th Congressional District*) term ends June 2019
- Commissioner Cassie Gannett (*D-5th Congressional District*) term ends June 2020
- Commissioner Jeanette Garcia (*D-3rd Congressional District*) term ends June 2019
- Commissioner Vanecia Kerr (*D- 6th Congressional District*) term ends June 2018
- Commissioner Tom McGimpsey (*R-2nd Congressional District*) term ends June 2017
- Commissioner Paula Sandoval (*D-1st Congressional District*) term ends June 2018

ADVISORY COMMITTEE

Legislative Advisors

- Representative Jeni Arndt, *House Majority Appointment*
- Representative Mike Foote, *House Majority Appointment*
- Representative Kevin Priola, *House Minority Appointment*
- Senator Owen Hill, *Senate Majority Appointment*
- Senator Chris Holbert, *Senate Majority Appointment*
- Senator Nancy Todd, *Senate Minority Appointment*

Subject Matter Advisors

- Mr. Wayne Artis, *Faculty Representative*
- Mark Cavanaugh, *IHEC Representative*
- Mr. Steve Kreidler, *CFO Representative*
- Dr. Barbara Morris, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Melissa Wagner, *Parent Representative*
- Ms. Audy Leggere-Hickey, *Student Representative*

Higher Education Glossary

529 Savings Plan - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accuplacer - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Admission Standard - includes both Freshman and Transfer standard. The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions. The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions

Admission Window - Defined in Admission policy, "The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission." The percentages vary by institution.

CAP4K - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

CHEA - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

CIP - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

CLEP - College Level Examination Program; Earn college credit for passing a subject specific examination.

COA - Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

Concurrent Enrollment – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

Dually Enrolled - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

EFC - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

FAFSA - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

FAP – Financial Aid Plan (HESP specific)

FERPA - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FFS – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

Floor - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

FTE - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

GEARUP - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Guaranteed Transfer, GT Pathways - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

HB 1023 - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

HB 1024 - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

HB 1057 - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

HEAR - Higher Education Admission Requirements, 2008-2010.

Index, Index Score - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

IPEDS - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

Need - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendance) and the EFC (Expected Family Contribution)

NCATE - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

NCLB - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

PSEO - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

PWR - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

QIS - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

REP - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs...”
Regional education providers focus their attention on a certain geographical area.

SB 3 – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

SB 212 - In most cases, refers to HB 08-212, the CAP4K legislation.

SBE - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

SFSF – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

SURDS - Student Unit Record Data System

WICHE - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WUE - Western Undergraduate Exchange Program, managed by WICHE